



*AGENDA*

Wisconsin Rapids Board of Education  
**Personnel Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

Sandra Hett, Chair  
Larry Davis  
Mary Rayome  
John Krings, President

September 3, 2019

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room C

Time: Immediately following the Educational Services Committee meeting, but not before 6:30 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Appointments
  - B. Resignations
  - C. Retirement
  - D. Board Policy Review
  - E. Employee Wage Compensation Considerations
- IV. Updates and Reports
  - A. Personal Days for Professional Staff
  - B. Emergency School Closure Options for Hourly Support Staff
  - C. 2019-2020 Elementary Class Size Update
- V. Consent Agenda
- VI. Adjournment

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board President.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



Wisconsin Rapids Board of Education  
**Personnel Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

**BACKGROUND**

Sandra Hett, Chair  
Larry Davis  
Mary Rayome  
John Krings, President

September 3, 2019

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room C

Time: Immediately following the Educational Services Committee meeting, but not before 6:30 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Appointments

The administration recommends approval of the following professional staff appointments:

- |                   |   |
|-------------------|---|
| Nicole Gustaveson | Location: Woodside Elementary School<br>Position: Teacher (1.0 FTE)<br>Education: BS – Indiana University – May 2005<br>Major/Minor: Education/Science<br>Salary: \$41,500  |
| Samantha Radtke   | Location: Grant Elementary<br>Position: Teacher (Counselor) (.40 FTE)<br>Education: Master’s – Lakeland University – December 2017<br>BA – Lakeland University – May 2014<br>Major/Minor: Counseling, Business Management<br>Salary: \$18,000 |

The administration recommends approval of the following support staff appointments:

- |                     |   |
|---------------------|---|
| Peggy Sullivan      | Location: Lincoln High School<br>Position: Study Hall Aide (7.0 hrs/day)<br>Effective Date: September 3, 2019<br>Hourly Rate: \$14.94   |
| Cheryl Hanneman     | Location: Lincoln High School<br>Position: In-House Aide (7.0 hrs/day)<br>Effective Date: September 3, 2019<br>Hourly Rate: \$14.19 (starting rate) / \$14.94 (after 60 days) |
| Michelle Weinfurter | Location: Central Oaks Academy<br>Position: Instructional Aide (4.0 hrs/Fridays)<br>Effective Date: September 6, 2019<br>Hourly Rate: \$15.42                                 |
| Stephany Martin     | Location: WRAMS<br>Position: Special Education Aide (7.0 hrs/day)<br>Effective Date: September 3, 2019<br>Hourly Rate: \$14.65 (starting rate) / \$15.42 (after 60 days)      |

Laura Lokken	Location: WRAMS Position: Special Education Aide (7.0 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$14.65 (starting rate) / \$15.42 (after 60 days)
Sharon Steinmetz	Location: Grove Elementary School Position: Office Health Aide (4.25 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$13.78 (starting rate) / \$14.50 (after 60 days)
Robyn Vicker	Location: Howe Elementary School Position: Noon Duty Aide (1.5 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$12.53 (starting rate) / \$13.19 (after 60 days)
Cherie Hardina	Location: Mead Elementary School Position: Noon Duty Aide (1.5 hrs/day) Club Mead Aide (2.5-4.0 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$12.53 (starting rate) / \$13.19 (after 60 days)
Kalie Abel	Location: Lincoln High School Position: Special Education Aide (7.0 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$14.65 (starting rate) / \$15.42 (after 60 days)
Nicholas Davis	Location: Lincoln High School Position: Special Education Aide (7.0 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$14.65 (starting rate) / \$15.42 (after 60 days)
Connie Schmutzer	Location: Mead Elementary School Position: Academic Partnership Coordinator (2.0 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$12.53 (starting rate) / \$13.19 (after 60 days)
Suellyn Slatter	Location: Lincoln High School Position: Special Education Aide (7.0 hrs/day) Effective Date: September 3, 2019 Hourly Rate: \$14.65 (starting rate) / \$15.42 (after 60 days)

#### B. Resignations

The administration recommends approval of the following professional staff resignation:

Heather Rasmussen	Location: Grant Elementary School Position: Counselor (.40 FTE) Effective Date: August 19, 2019 Date of Hire: October 28, 2013
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The administration recommends approval of the following support staff resignations:

Samantha Richardson	Location: Lincoln High School Position: Special Education Aide (7.0 hrs/day) Effective Date: August 19, 2019 Date of Hire: September 23, 2015
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Stephanie Hoerth	Location:	Lincoln High School
	Position:	Cashier (2.0 hrs/day)
	Effective Date:	August 20, 2019
	Date of Hire:	October 3, 2016
Susan Faust	Location:	Lincoln High School
	Position:	Special Education Aide (7.0 hrs/day)
	Effective Date:	August 23, 2019
	Date of Hire:	May 23, 2013
Cheryl Perl	Location:	Woodside Elementary School
	Position:	Noon Duty Aide (1.75 hrs/day)
	Effective Date:	September 13, 2019
	Date of Hire:	April 1, 2019
Kelli Sawyer	Location:	Howe Elementary School
	Position:	Noon Duty Aide (1.5 hrs/day)
	Effective Date:	August 29, 2019
	Date of Hire:	September 18, 2017

#### C. Retirement

The administration recommends approval of the following support staff retirement:

LaBelle TerMaat	Location:	District
	Position:	Van Driver
	Effective:	August 13, 2019
	Date of Hire:	March 9, 1992

#### D. Board Policy Review

Board Policy 343.46 - Early College Credit Program, Second Reading

This policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in August 2019. The administration recommends approval of Board Policy 343.46 - Early College Credit Program for second reading. (*Attachment A*)

Board Policy 343.46 Rule - Early College Credit Program Procedures, Second Reading

This policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in August 2019. The administration recommends approval of Board Policy 343.46 Rule - Early College Credit Program Procedures for second reading. (*Attachment B*)

Board Policy 411.5 – Bullying, Second Reading

This policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in August 2019. The administration recommends approval of Board Policy 411.5 – Bullying for second reading. (*Attachment C*)

#### E. Employee Wage Compensation Considerations

Discussion and possible action on a 2019-20 employee wage increase for the following employee groups: Psychologists, Food Production Coordinator, Food Services, School Nurses, Computer Technicians, PAC Director, Network Manager, Systems Manager, Instructional Software Support, Confidential Secretaries, Van Drivers and Office/Clerical and Aide Support Staff.

IV. Updates and Reports

A. Personal Days for Professional Staff

The Administration will share with the Committee a change to the protocol when approving teacher personal days.

B. Emergency School Closure Options for Hourly Support Staff

The Administration will share information with the Committee obtained from the administrator meeting regarding options for emergency school closures for hourly support staff.

C. 2019-2020 Elementary Class Size Update

The Committee will be provided an update on current elementary class sizes for the 2019-20 school year.

V. Consent Agenda

Personnel Services Committee members will be asked which agenda items from the Committee meeting will be placed on the consent agenda for the regular Board of Education meeting.

VI. Adjournment

## 343.46 EARLY COLLEGE CREDIT PROGRAM

### PURPOSE

The School District of Wisconsin Rapids supports providing quality educational opportunities to ensure District students graduate college and career ready. Consistent with state law, high school students who meet the eligibility requirements defined in applicable statutes, regulations and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more nonsectarian courses at an institution of higher education through the Early College Credit Program (ECCP).

### DEFINITIONS

- A. Comparable Course. A comparable course means all of the following:
  - a. The high school course is offered during the period of time after the student notifies the Board of his or her intention to participate in the Early College Credit Program under Wisconsin law and prior to the student's graduation.
  - b. The high school course is available for enrollment.
  - c. The high school course content, as determined by curriculum guides, expectations, goals, scope and sequence, is equivalent to the content of the postsecondary course as determined by the postsecondary course syllabus, if available, and course description.
- B. Credit. A unit of measure given for the successful completion of a course of study as defined in Board of Education policy.
- C. Early College Credit Program. A program under Wisconsin law that allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit.
- D. Institution of Higher Education (IHE). Institution of higher education shall refer to an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in Wisconsin.
- E. Successfully Completed or Successful Completion. For purposes of this policy, successfully completed or successful completion shall mean a student has completed the course with a passing grade.
- F. Term. For purposes of this policy, term shall mean either a semester or a trimester, as applicable.

### IMPLEMENTATION

- A. The Superintendent of Schools or his/her designee shall establish administrative procedures for the administration of the Early College Credit Program, which shall include, but not be limited to:
  - a. Student eligibility for the program;
  - b. Guidelines for determining a student's good academic standing; and
  - c. To the extent not adequately addressed by state statutes or regulations, guidelines for determining whether a course that a student wishes to take through the ECCP is eligible for high school credit and/or is comparable to a course offered by the District.
  - d. Ensure that the District appropriately processes requests/applications related to the ECCP; and
  - e. Determines whether the District will approve individual applications and pay for specific courses based upon the criteria established in state law, any applicable state regulations and applicable District policies and procedures.
- B. Limitations on the District's responsibility for payment include the following:
  - a. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course, or the student's parent or guardian, is responsible for paying the

tuition and fees for the course. *A postsecondary course is considered to be comparable to a course offered by a high school if all of the following apply to the high school course:*

- i. *The high school course is offered or will be offered between the date the pupil submits a notice of intent to take the postsecondary course under the ECCP and the date the pupil is expected to graduate from high school; and*
  - ii. *The content of the high school course is at least 80 percent equivalent to the content of the postsecondary course as determined by comparing, if available, the curriculum guide, course expectations, course goals, and the scope and sequence of the high school course to the course syllabus, if available, and course description for the postsecondary course.*
- b. The District shall pay only such tuition, fees and course materials costs as are required by law. If the District is required to pay the IHE for the cost of a book or similar resource that is not a one-time use item, the student may be required to return the resource(s) to the District upon completion of the course.
  - c. Dual enrollment postsecondary program offerings by the District are exempt from counting towards the ECCP credit limit.
  - d. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the Technical College Course Program (“Start College Now”) or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program and/or Course Options Program count toward this credit limit. However, the limitation on total paid credits does not prohibit a student from:
    - i. Taking other courses through a postsecondary institution where the District has authorized the coursework under a separate program or separate source of authority; or
    - ii. Taking other District-approved high school courses, outside of the specific state programs, that may result in eligibility for postsecondary credit(s).
  - e. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student’s parent or guardian or the student, if over the age of 18, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student shall be ineligible for any further participation in the Start College Now Program and the Early College Credit Program.
- C. Recovery of Tuition Paid by District for Courses Taken at IHE for Postsecondary Credit Only. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student’s parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student’s family under standards and procedures set by the Department of Public Instruction (DPI). *The DPI considers such cost to be an undue financial burden if the student is eligible for free and reduced-price lunch under federal meal program standards.* If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making the 25% payment to the District:
- a. The student or his/her parent or guardian may make payment for such courses online through the parent portal of the District’s student information system. A small convenience fee is applied for each transaction.
  - b. In addition to making payments online, payments can be made via cash, check or money order. Payments can be received during normal school hours in the main office of the building where the student attends school in the District.

- c. The District charges a fee for each check that is returned or denied payment by a financial institution. After a check is returned or denied payment, the District may refuse to accept payment by personal check in the future.
  - d. Unless the District's Business accounting office has agreed in writing to a different plan of scheduled payments, payment is due in full within 30 days of the date on which the District provides the student (or student's parent or guardian) with notification of the specific amount due. If a family wishes to arrange a payment plan, the family shall submit a request to the School office before the start of the course(s). If the District receives any payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's actual payment obligation, the District shall refund the appropriate amount to the student or his/her parent or guardian.
- D. In order for a student to avoid a payment obligation (where applicable) for a course taken through the ECCP, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's withdrawal deadline so that the IHE will not charge the District any tuition for the course.
- E. If students withdraw from the postsecondary course within one week of the start of the course, they will be rescheduled for the appropriate high school courses, and no record of the postsecondary course will appear on the high school transcript. From the second week through the sixth week of the course, students may withdraw with no record of the postsecondary course on a high school transcript, but may not be able to reschedule a high school class to take its place. If students withdraw from the postsecondary course after the sixth week, the course will appear on the high school transcript and will show a grade of Withdraw/Failing.
- F. Unless otherwise required by law, the District is not responsible for providing transportation to IHE courses taken under this policy or paying for transportation-related costs. **Parents may choose to seek reimbursement of transportation costs through the Department of Public Instruction.**

**NOTICE**

- A. Information about the Early College Credit Program shall be provided to high school students annually by October 1. Early College Credit Program information shall also be included in the high school course description book and student expectations handbook.
- B. The District shall not discriminate in admission to any school, class, program or activity on the basis of sex, age, race, religion, color, national origin, ancestry, creed, pregnancy, marital status, parental status, homelessness, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability/handicap, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established complaint procedures.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes  
 115.385(4)  
 118.15(1)(b)  
 118.15(1)(d)  
 118.153(1)(a)  
 118.33  
 118.55



118.57  
120.12(17)  
PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 – Start College Now Program  
343.45 Rule – Start College Now Program Procedures  
343.46 Rule – Early College Credit Program Procedures  
345.5 – Graduation Requirements

APPROVED: November 12, 2018  
**TBD**

## 343.46 RULE EARLY COLLEGE CREDIT PROGRAM PROCEDURES

### ELIGIBILITY TO ATTEND INDIVIDUAL COURSES AT INSTITUTIONS OF HIGHER EDUCATION (IHE)

- A. In addition to meeting any other applicable eligibility requirements, a student who wishes to enroll in a course through an IHE under the Early College Credit Program (ECCP) must:
  - a. Submit all required notices, parent permissions (if student is under 18) and college applications on a timely basis; and
  - b. Be enrolled as a high school student.
- B. An IHE may deny a high school student admission to the IHE or registration in a specific course at the IHE for any of the reasons provided by law.
- C. A student participating in the Early College Credit Program may attend only one IHE in any postsecondary semester.
- D. A student who is participating in the Early College Credit Program in any postsecondary semester may not simultaneously participate in the Start College Now Program.

### COURSE APPLICATION PROCESS

- A. Any District student interested in attending individual courses at an IHE under the Early College Credit Program must complete all of the following to start the application process:
  - a. A student must notify their high school counselor of the student's intention to participate in the Early College Credit Program by completing the appropriate form.
    - i. This notification shall subsequently be submitted to the Director of Curriculum & Instruction for final approval.
    - ii. In addition to any other required information, the initial notice must indicate whether the student intends to take the course(s) for high school credit, postsecondary credit or both.
    - iii. A separate notification form must be completed and processed for each postsecondary semester that a student applies to participate in the Early College Credit Program.
    - iv. This notification must be made **by February 1 for summer semester/session postsecondary courses;** by March 1 for ~~summer and~~ fall postsecondary semester courses; and by October 1 for spring postsecondary semester courses.
  - b. Students must apply to an IHE during the school term prior to enrollment in the IHE.
  - c. If the student who intends to take an IHE course is under the age of 18, student's parent or guardian must provide signed permission for the student to participate in the ECCP.
- B. As soon as such information is available, the student shall further notify their high school counselor if the student has been:
  - a. Admitted to the IHE to which the student applied;
  - b. Successfully enrolled in and registered to attend individual courses; and
  - c. If any of the course information provided on the initial notification has changed.
- C. Students are required to cooperate with the District in providing any information that may be necessary to determine their eligibility for the ECCP and process individual course requests.
- D. Upon receiving a student's written notification of intent to participate in the ECCP, the high school counselor shall process the student's request, including determining the following:
  - a. Whether a student meets the minimum eligibility criteria for participation in the Program;
  - b. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course and, if so, how much high school credit;
  - c. Whether a proposed course is comparable to a course already offered in the District; and

- d. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.
- E. The District shall notify the student's parent or guardian, or the student if age 18 or older, of the District's determination regarding approval/credit status of postsecondary coursework and the right to appeal a negative determination made by the District to the State Superintendent of Public Instruction **within 30 days of the decision.**
  - a. Provided that none of the course information submitted on the student's initial notice of intent has changed, such notice shall normally be issued **by April 15 for initial notices that were received by February 1 for summer courses;** by May 15 for initial notices that were received by March 1 for ~~summer and~~ fall courses; and by November 15 for initial notices that were received by October 1 for spring courses.
  - b. If the District determines that it is impractical to provide notice of the District's course-related determinations in the regular timeframe identified immediately above, such notice shall, at a minimum, be issued at least 30 days before the beginning of the IHE semester in which the student will be enrolled for the course(s).

### **SATISFACTION OF GRADUATION REQUIREMENTS AND AWARDING HIGH SCHOOL CREDIT FOR IHE COURSES**

- A. The determination of whether a course satisfies a high school graduation requirement shall be made with reference to District policies that set forth such requirements and by applying the standards and guidelines that the District applies to its own course offerings and to courses that are submitted for a similar assessment by students who are transferring into the District.
- B. ~~Pending the development of any new state regulations applicable to the Early College Credit Program that address the granting of high school credit for a course taken at an IHE under this policy, or the adoption of other specific local standards for such credit determinations, the District shall apply the mandatory and discretionary standards for granting credit that are found in PI 40.07(1) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.~~ **The District shall evaluate a postsecondary course for high school credit using the same method and criteria used to approve a course the District offers for high school credit in accordance with the following:**
  - a. The District may deny high school credit for an IHE course if any of the following apply:
    - i. The District offers a comparable course. Although a student may still elect to take an IHE course that the District has determined is comparable to a District course, the District is not responsible for paying any portions of the costs related to such a course. **A postsecondary course is considered to be comparable to a course offered by a high school if all of the following apply to the high school course:**
      - 1. **The high school course is offered or will be offered between the date the pupil submits a notice of intent to take the proposed postsecondary under the ECCP and the date the pupil is expected to graduate from high school; and**
      - 2. **The content of the high school course is at least 80 percent equivalent to the content of the postsecondary course, as determined by comparing, if available, the curriculum guide, course expectations, course goals, and the scope and sequence of the high school course to the course syllabus, if available, and course description for the postsecondary course.**
    - ii. The course repeats the course content for which a student has already received a passing grade and high school credit. **At least 80 percent of the postsecondary**

**course covers content for which a student has already received high school credit.**

- iii. ~~The course repeats the content of a postsecondary course that the student has already taken and failed.~~ **The postsecondary course covers content previously offered to the student in a different postsecondary course offered under the ECCP, and the student received a failing grade in that course.**
- b. If credit is not denied for any of the reasons identified above, the District will grant high school credit for an IHE course if the course meets any of the District's high school graduation requirements, as identified in District policies, and if any of the following conditions apply:
  - i. The course is complementary to, consistent with or expands on a course of study or sequence of courses offered by the District.
  - ii. The course expands an opportunity for the student to move to another level of an academic or vocational course of study.
  - iii. The course curriculum meets or exceeds the same standards for rigor and content as other courses approved by, but not offered by, the District for credit toward graduation.
  - iv. The postsecondary course supports rather than prevents a student from completing high school graduation requirements.
- C. In order for a student to receive high school credit for a course taken at an IHE under the Early College Credit Program, the student must complete the course and receive a passing grade, as determined by the IHE. It is the responsibility of the parent or guardian of a student, or the student if age 18 or older, to notify the District if they do not enroll and attend an ECCP course for which they were approved to participate in. Additionally, it is the responsibility of the student to provide an official transcript of the grade received for the course, or to confirm with the high school registrar that the school has received grading information directly from the IHE.
- D. To the extent required by state regulations, or to the extent the District does not adopt a different rule for any course-credit conversions that are not addressed by state regulations, a student shall be granted  $\frac{1}{4}$  high school credit per 1 postsecondary semester of conversion-eligible postsecondary credit for a course taken under the ECCP.

## **APPEALS OF DISTRICT DECISIONS**

If a parent or guardian of a student, or the student if age 18 or older, who has submitted an application under the Early College Credit Program disagrees with the decision of the high school counselor regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded, the determination letter will inform the party of their right to appeal a negative determination made by the District to the State Superintendent of Public Instruction **within 30 days of the decision**. In order to work collaboratively with the parent/guardian to seek a timely and amicable resolution, the District requests an appeal first to the Superintendent of Schools prior to submitting an appeal to the State Superintendent of Public Instruction.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes  
115.385(4)  
118.15(1)(b)  
118.15(1)(d)  
118.153(1)(a)  
118.33  
118.55  
118.57

120.12(17)  
PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 – Start College Now Program  
343.45 Rule – Start College Now Program Procedures  
343.46 – Early College Credit Program  
345.5 – Graduation Requirements

APPROVED: November 12, 2018  
**TBD**

## 411.5 BULLYING

The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

**While it is the intent of the District to prevent bullying, take actions to stop bullying, and protect reporters of bullying, the District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.**

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

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet)
  - a. Cyber bullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. Any communication of this form which disrupts or prevents a safe and positive educational environment may be considered cyber bullying. Cyber bullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.
4. **Between students and students, students and adults, or adults and adults.**

**Individual schools will address the problem of bullying through a variety of methods including:**

1. **Character education programs that emphasize and reward positive behaviors and relationships;**
2. **Implementing programs which promote community building and positive school climate and culture;**
3. **Educating students and staff to recognize and respond appropriately to bullying behavior;**
4. **Developing a plan to increase supervision in areas within the school setting where bullying could potentially occur more frequently.**

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly

used by students to go to and from school. Educational environments include every activity under school supervision.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the ~~building principal~~ **administration as soon as practical.**

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to ~~the building principal~~ **school personnel as soon as practical.**

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

The school official receiving a report of bullying shall immediately notify the building principal. If the building principal is unavailable, or if there is a perceived conflict of interest involving the building principal, or if reporting to the building principal would not be appropriate under the circumstances, the school official should contact the Superintendent or his/her designee.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

The person assigned by the District to conduct an investigation of the bullying report shall, without undue delay, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If the investigation reveals that the reported conduct may have created an intimidating, hostile or offensive school environment, and was based on a characteristic protected by State or Federal civil rights law, the report will be forwarded for investigation under the District's student non-discrimination and anti-harassment policy.

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, District administration and/or the school board may take immediate disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

***If administration has identified that bullying did in fact occur based upon the outcome of their investigation and the behavior does not cease, administration may refer the matter to law enforcement to determine if any local ordinances are being (or have been) violated which may result in monetary consequences. Such law enforcement action would be independent of school procedures, with a determination as to any violation and related consequences as deemed appropriate by the governing agency involved.***

This policy will be distributed annually to all students enrolled in the District, and their parents and/or guardians. The District will also provide a copy of the policy to any person who requests it.

LEGAL REF.: Wis. Stat. § 118.46  
**Wisconsin Rapids City Ordinance No. 25.37 Anti-Bullying**  
**Grand Rapids Ordinance No. 71 Prohibiting Bullying and Harassment**

CROSS REF.: 411 – Student Non-Discrimination and Anti-Harassment Policy  
411 Exhibit 1 – Complaint Form

APPROVED: February 11, 2008  
August 9, 2010  
August 10, 2015  
**TBD**