



**NOTICE OF THE MEETING OF THE
POLICY COMMITTEE MEETING
SCHOOL DISTRICT OF NEW LONDON
Wednesday, December 6, 2023**



PURPOSE:

The purpose of this committee is to develop, evaluate, and make recommendations for the implementation of policy.

RESPONSIBILITIES:

To support and achieve the purposes of the Policy Committee, the following responsibilities will be incorporated into the Committee's activities and functions:

- Review and/or revise policies.
- Stay current in the field of school law.
- Conduct research into best-practices.
- Seek input from affected individuals.
- Develop policy drafts in the district's format consistent with the philosophy, culture and goals of the Board.
- Recommend draft policies for Board consideration and action.

Public notice is hereby given, as required by law, that the meeting of the Policy Committee of the School District of New London will be held at **2:00 p.m.** on **Wednesday, December 6, 2023**, at the District Administration Building, 901 West Washington Street, New London, Wisconsin 54961.

Matters to be taken up and discussed at this meeting are as follows:

- A. Public Input
- B. Policy/Administrative Guideline review and discussion:
 - 171 Regular Board Meetings (reference Policy 881.3)
 - 361.1 Selection of Educational Materials
 - 362.2 Selection of Library Media Educational Materials
 - *410 Student Policies Goals (NO POLICY)*
 - 411 Equal Educational Opportunities/Complaint Procedures
 - 411.1 Student Harassment
 - 411.3 Ensuring the Educational Stability of Children in Out-of-Home Care (Foster Care)
 - 412 School Census
 - 412.1 Full-Time Students
 - 420 Admission Requirements
 - 421 Early Admission Requirements
 - *422 Admission of Nonresident Students (Other than Open Enrollment Students) (NO POLICY)*
 - 422.1 Admission of Foreign Exchange Students
 - 422.2 Home-Based Private Education – Entry/Re-Entry Into School (Full Time)
 - 423 Open Enrollment (Full Time)
 - 424 Participation of Private School and Home-Based Students in District Courses/Programs (Part Time)

Notice is hereby given that members of the School Board may be present at this committee meeting. Although this may result in a quorum of the School Board being in attendance and, therefore, constitute a "meeting" of the School Board pursuant to State ex. Rel. Badke v. Greendale Village Board, 173 Wis.2d 553 (1993), the School Board will not take any action at this committee meeting.

- 426 Homeless Education
- 431 Attendance

C. Establish date and time for next meeting

Notice is hereby given that members of the School Board may be present at this committee meeting. Although this may result in a quorum of the School Board being in attendance and, therefore, constitute a "meeting" of the School Board pursuant to State ex. Rel. Badke v. Greendale Village Board, 173 Wis.2d 553 (1993), the School Board will not take any action at this committee meeting.

**SCHOOL DISTRICT OF NEW LONDON
12/6/23 POLICY REVIEW**

Name of Policy	Policy Changes	Admin Guideline Changes
171 Regular Board Meetings (reference Policy 881.3)	Discuss request to move regular meetings to Wednesdays	N/A
361.1 Selection of Educational Materials	Deleted 361.1 which is recognized in 330 Curriculum Development	Deleted 361.1 which is recognized in 330 Curriculum Development
362.2 Selection of Library Media Educational Materials	Recommend Policy 362.2 to cover library media educational materials	Recommend Admin Guideline 362.2 to cover library media educational materials
<i>410 Student Policies Goals (NO POLICY)</i>	<i>Section title</i>	
411 Equal Educational Opportunities/Complaint Procedures	Committee work as of April 2022	Committee work as of April 2022
411.1 Student Harassment	No changes recommended	N/A
411.3 Ensuring the Educational Stability of Children in Out-of-Home Care (Foster Care)	No changes recommended	No changes recommended
412 School Census	Addition of multiple departments involved	N/A
412.1 Full-Time Students	No changes recommended	N/A
420 Admission Requirements	No changes recommended	Changes are reflected by current open enrollment / tuition waiver programs.
421 Early Admission Requirements	No changes recommended	No changes recommended
<i>422 Admission of Nonresident Students (Other than Open Enrollment Students) (NO POLICY)</i>	<i>Section title</i>	
422.1 Admission of Foreign Exchange Students	No changes recommended	No changes recommended
422.2 Home-Based Private Education – Entry/Re-Entry Into School (Full Time)	No changes recommended	No changes recommended
423 Open Enrollment (Full Time)	No changes recommended	No changes recommended
424 Participation of Private School and Home-Based Students in District Courses/Programs (Part Time)	No changes recommended	No changes recommended
426 Homeless Education	No changes recommended	No changes recommended
431 Attendance	No changes recommended	Updated re-admittance procedures for unexcused and truancy sections

REGULAR BOARD MEETINGS

Official business of the Board of Education shall be transacted at regular monthly meetings.

Regular meetings of the Board of Education shall be held on the second Monday of each month at 6:00 p.m. and shall generally be conducted in a designated room at the District Office, 901 West Washington Street, New London, Wisconsin. The Board reserves the right to select an alternative location, date, or time that may better accommodate the agenda, with notice to members and public.

The first meeting of the fiscal year shall be the regular meeting in July.

ADOPTION DATE: January 11, 2016

REVISION DATE(S):

REVIEW DATE(S): December 8, 2022

CROSS-REFERENCE:

LEGAL REFERENCE: Wisconsin Statutes Section 19.81(2), Section 19.83, Section 19.84, Section 19.85, Section 120.11(4), Section 120.43(2)

**SUNDAY/WEDNESDAY NIGHT ACTIVITIES
FOR PUBLIC SCHOOL STUDENTS**

A. Sunday Activities

1. The Board of Education recognizes Sunday morning as church/family time. No academic or co-curricular practices will be permitted on Sundays with the exception of the following:
 - a. No academic or co-curricular practices/events will be permitted on Sundays prior to 2:00 p.m. Prior written approval must be obtained by the Building Principal or Activities Director for any practices/events to be held on Sundays after 2:00 p.m.
 - b. Any student requesting to be excused for family, religious, or community organizational activities, will be released without pressure or penalty.

B. Wednesday Night Activities

1. During the school term, student activities will not be scheduled on Wednesday after 6:30 p.m. for students in grades 9-12; after 5:00 p.m. for students in grades K-8.
 - a. Because of the many different congregations with starting times varying anywhere from 3:30 to 7:00 p.m., any student requesting to be released for family, religious, or community organizational activities, will be released without pressure or penalty.
2. Exceptions may be made only as follows:
 - a. In the event it is necessary to schedule make-up events on Wednesdays due to weather conditions. Other days of the week, except Sundays, must first be considered as make-up days before using Wednesday. The principal (or his/her designee) has the authority to establish schedules for make-up events.
 - b. Any other exception must be approved in advance by the Building Principal or his/her designee. Exceptions are to be kept deliberately to a minimum.
3. In the event student activities are scheduled on a Wednesday, the Athletic Director or coach will notify parents. Any student requesting to

be released for family and community organizational activities will be released without pressure or penalty.

ADOPTION DATE: March 10, 2003

REVISION DATE(S): May 9, 2005

REVIEW DATE(S):

CROSS-REFERENCE: Exhibit 1, Request for Sunday (After 2:00 p.m.)
Event/Practice

LEGAL REFERENCE:

SELECTION OF EDUCATIONAL MATERIALS

- A. In Wisconsin, it is the role of the local school board to establish written policies, procedures, and rules for the operation of the schools within the district (Wis. Stats. 118.13, 119.18, 120.13, and 120.49) and to adopt textbooks (118.03 and 120.49). The school district also has the responsibility to provide adequate materials, texts, and library services which reflect the cultural diversity and pluralistic nature of the American society [Wis. Stat. 121.01 (1)(h)]. In addition, the school district will not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints will be processed in accordance with established procedures (Wis. Stat. 118.13).
- B. The Board of Education, as the governing body of the school district, is legally responsible for all educational materials utilized within the instructional program of the School District of New London. The selection of educational materials in our pluralistic society is not an easy procedure. Differences of opinions will take place and challenges are part of our democratic process. Our written school board policy can do much to ensure the orderly functioning of the system. The selection of educational materials is delegated to the professionally trained and certified personnel employed by the school system. The responsibility for coordinating and maintaining qualitative standards in the selection process rests with the professional staff.
- C. Roles of school board members:
 - 1. Individual board members, if contacted by a citizen relative to any educational materials or curriculum of any subject, will adhere to the district's policy and direct the citizen to contact the District Administrator and/or principal wherein the complaint lies so that the proper procedures are being followed.
 - 2. Board members as individuals should not institute any action relative to challenged material.
- D. Definitions: Educational materials is the general term used to refer to all print and non-print materials or resources which are used as a part of the educational program of the school district. The term includes instructional and library materials, textbooks, and supplementary materials used within the educational program. Throughout this policy, the term "materials" will be used to mean educational materials.

E. The primary objective of selecting materials is to implement, support, and enrich the education program of the school system. The general criteria utilized in the selection process are:

1. Materials are selected consistent with the educational goals of the district and the objectives of individual schools and specific curricular offerings.
2. Materials selections are appropriate for the age, social development, and maturity of students.
3. Materials are selected to meet specific instructional purposes.
4. Materials are selected to reflect a sensitivity to the achievements, needs, and rights of students, various ethnic groups, and other cultures without stereotype or bias.
5. Materials collections are representative of a wide range of subjects and topics reflecting the pluralistic nature of American society.
6. Materials are selected on all levels of difficulty with diverse appeal, and differing points of view.
7. The selection of materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial is directed toward maintaining a balance representing various views.
8. Materials are judged as a whole taking into account the author's/producer's intent rather than focusing on single words, phrases, pictures of incidents taken out of context.
9. The acquisition and use of materials is consistent with the intent and published guidelines of the copyright law (Title 17, U.S. Code).

ADOPTION DATE: March 8, 2004

REVISION DATE(S): May 9, 2005

REVIEW DATE(S):

CROSS-REFERENCE: Administrative Guideline
Exhibit 1 Sample Letter Sent to Parents or Guardians
Exhibit 2 Request for Reconsideration of Educational
Material Form

LEGAL REFERENCE:

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 361.1 - SELECTION OF EDUCATIONAL MATERIALS

- A. Selection of instructional materials:
1. The responsibility for coordinating the selection of instructional materials is delegated to the school library media specialists. In the selection process, media specialists are aware of materials in the existing library media center collections. Principals, supervisors, teachers, and other instructional specialists are involved in the ongoing process. Parents and students are encouraged to make recommendations for the selection of materials which will be given consideration in the overall selection process.
 2. Instructional materials under consideration are evaluated first-hand whenever and wherever this is possible. Professional selection tools and evaluation journals are utilized in the selection process.
 3. It is the responsibility of the school library media specialist to systematically review and evaluate the library media center collection on a regular basis. Selection is an ongoing process and includes the removal of materials no longer appropriate, accurate, or current.
- B. Selection of textbooks and other instructional materials: All materials, print and non-print, to be used in the School District of New London to support and implement the written curriculum will be selected by professional personnel through reading, listening, viewing, and careful examination. The use of reputable, unbiased, professionally-prepared selection aids and/or selection checklist/guidelines are available to the district.
- C. Use of controversial materials in the classroom:
1. The option is always open for a parent to object to a specific educational material being used with his/her child as a part of the educational program. The parent or guardian has the right to judge whether certain materials are acceptable for his/her child. *However, no parent or organization has a legal right to abridge the rights of other parents or children to have access to materials which are a part of the school district's educational program.*
 2. Occasionally, course objectives can be achieved through exposure to materials that may be considered controversial in nature. If in the professional judgment of the teacher, supervisor, or principal, such material might be objectionable to a number of parents from the community, a letter (Exhibit 1) must be sent to parents or guardians of students in the course prior to the use of the material(s) in question. The letter will indicate the titles of the proposed material and

offer to substitute alternative materials for any on the list considered objectionable by the parent or guardian.

D. Procedures for handling challenged materials:

1. Any adult resident or employee of the school district may raise objection to materials used in the educational program. Any staff member receiving a complaint relative to the use of educational materials will report the matter to the building principal. The principal will apprise the complainant of the district's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals, such as reviewers, regarding the material. Appropriate district-level personnel should be consulted for their expertise which may contribute to the resolution of the issue.
2. If the complainant finds the information unacceptable, the complainant may formally challenge the use of the material in the educational program. All formal objections to educational materials must be made in writing on the "Request for Reconsideration of Educational Material" form (Exhibit 2). Each building office and the library media center will keep on hand sufficient reconsideration request forms. The reconsideration request form must be signed by the complainant and presented to the principal of the school involved in the challenge. The principal will then forward the formal objection to the District Administrator and the Director of Curriculum and Instruction.
3. Within two weeks of the receipt of a formal complaint, the District Administrator will present the formal complaint to an appointed district's materials review committee for reevaluation. The task of the review committee will be to make a recommendation for disposition of the material in question to the District Administrator. Generally, access to challenged materials will not be restricted during the reconsideration or review process. In some circumstances, alternate materials may be requested by parents for their son or daughter.
4. The Materials Review Committee will be composed of the following members as appointed by the District Administrator as needed:
 - a. The Director of Curriculum and Instruction who will serve as chair.
 - b. The building level media specialist.
 - c. The principal of the building.
 - d. One teacher of the level of the request for reconsideration.
 - e. One member from the community.
5. The process for dealing with a formal challenge and conducting committee meetings should include the following steps:

- a. Copies of the completed and signed reconsideration request form are distributed to all members.
 - b. Copies of the challenged material are distributed to committee members for their review.
 - c. How the committee will proceed with the review is discussed and procedures finalized.
 - d. Review of the material from professional sources are distributed to the committee members.
 - e. The complainant is given an opportunity to speak and expand upon the written challenge.
 - f. The review committee may request that individuals with special knowledge be present to provide information relative to the challenged material.
 - g. A thorough discussion of the material is conducted at committee meetings.
 - h. A recommendation as to the disposition of the material is made to the District Administrator.
6. The complainant will be kept informed by the committee's secretary appointed by the chair concerning the status of the review and be given timely notice of all forthcoming committee meetings. The committee's final recommendation to the District Administrator will be:
- a. To take no removal action;
 - b. To remove all or part of the challenged material;
 - c. To allow the use of alternate titles, selected by appropriate school personnel; or,
 - d. To limit or restrict the educational use of the material.
7. The decision of the review committee is to be on the appropriateness of the material for its intended educational use.
8. A decision to sustain a challenge will not be construed as a judgment against the professional(s) involved in the original selection or use of the material. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the material will be reviewed again.
9. The written recommendation of the review committee and its justification will be forwarded to the District Administrator for appropriate action, to the complainant, and to the school(s) in the district from which the complaint originated.

10. If the complainant is not satisfied with the written recommendation and justification by the review committee, the complainant may appeal the committee's decision to the Board of Education. To initiate an appeal, the complainant will make a written request to the District Administrator within two weeks of receipt of the recommendation.

E. Board of Education appeal procedures:

1. First Board of Education meeting:

- a. The District Administrator or his designee will present the findings of the review committee and any other material relating to the complaint.
- b. Every attempt will be made to keep lines of communication open with the media so that accurate information is presented to the public as quickly as possible.
- c. If appropriate, questions of censorship will be referred to the school attorneys.
- d. Decisions about an issue will not be made at the same meeting in which the issue is first raised.
- e. The Board may direct a subcommittee to take one or more of the following steps depending upon the nature of the challenge prior to further action of the Board:
 - (1) Study the materials and complaint in question.
 - (2) Review the action taken thus far as outlined in the board's policy relative to challenged materials.
 - (3) Hear testimony relative to the challenged materials or curriculum content. At this hearing, individuals must register stating name and address. The registration card will also provide information relative to whether the individual represents himself/herself or an organized group.
 - (4) Seek additional resource material and/or consultant testimony.
 - (5) Develop a written recommendation after all aspects of the guidelines have been followed.

2. Subsequent Board of Education meeting:

- a. The Board of Education will vote on the recommendation.
- b. When appropriate, the school attorneys will also present their findings to the Board of Education.

- c. If the challenged materials are upheld by the Board of Education, these materials may not be reconsidered again.
- d. If the challenged materials are not upheld by board action, the District Administrator will be directed by the Board of Education as to the proper procedure to be followed.

ADOPTION DATE: March 8, 2004

REVISION DATE(S): May 9, 2005

REVIEW DATE(S):

CROSS-REFERENCE: Policy 361.1 Selection of Educational Materials
Exhibit 1 Sample Letter Sent to Parents or Guardians
Exhibit 2 Request for Reconsideration of Educational Material Form

LEGAL REFERENCE:

DELETED

SELECTION OF LIBRARY MEDIA EDUCATIONAL MATERIALS

- A. In Wisconsin, each school district board shall [PI 8.01\(2\)\(h\)](#):
1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.
 2. Designate a licensed library media person to direct and coordinate the district's library media program.
 3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
 4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.
- B. Roles of school board members:
1. Individual board members, if contacted by a citizen relative to any library materials, will adhere to the district's policy and direct the citizen to contact the District Administrator and/or principal wherein the complaint lies so that the proper procedures are being followed.
 2. Board members as individuals should not institute any action relative to challenged library material.
- C. The selection of library materials is delegated to the professionally trained and certified library media specialist(s) employed by the school system. The responsibility for coordinating and maintaining qualitative standards in the selection process rests with the certified library media specialist(s). The school district and its employees will not discriminate in the selection and evaluation of library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints will be processed in accordance with established procedures ([Wis. Stat. 118.13](#)).
- D. The general criteria utilized in the library materials selection process are:

1. Library materials selections are appropriate for the age, social development and maturity of students.
 2. Library materials are selected to reflect a sensitivity to the achievements, needs, and rights of students, various ethnic groups, and other cultures without stereotype or bias.
 3. Library materials collections are representative of a wide range of subjects and topics reflecting the pluralistic nature of American society.
 4. Library materials are selected on all levels of difficulty with diverse appeal, and differing points of view.
 5. The selection of library materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial is directed toward maintaining a balance representing various views.
 6. Library materials are judged as a whole taking into account the author's/producer's intent rather than focusing on single words, phrases, pictures of incidents taken out of context.
 7. The acquisition and use of library materials is consistent with the intent and published guidelines of the copyright law (Title 17, U.S. Code).
- E. Library material selection is an ongoing process which includes the removal of materials that no longer meet the selection criteria. Library books and other library materials will be retained or withdrawn with the same care with which they are added. The process of de-selection (weeding) is an integral part of assessing the collection and therefore should be conducted by or under the direction of a certified library media specialist. Library materials that are no longer factually accurate or useful, works in little demand, aged titles, and books in poor condition that do not warrant reordering will be removed to make space for more relevant, accurate, and in-demand library materials. Withdrawn materials will be transferred to another school if needed, donated where appropriate, or discarded when necessary. The final decision to withdraw library materials from the library media collection is one which is made by the certified library media specialist.
- F. District libraries recognize that from time to time there will be complaints or concerns about a specific title or type of library material selected or withdrawn from the collection. When a complaint is made, the district libraries will address it according to Administrative Guideline 362.2 - Selection of Library Materials ensuring that the complainant is heard and that the fundamental principles of intellectual freedom are upheld. Every parent/guardian has the right to be involved in their child's library experience, they do not have the right to choose or refuse books for children that are not their own.

ADOPTION DATE:

REVISION DATE(S):

REVIEW DATE(S):

CROSS-REFERENCE: Administrative Guideline 362.2 Selection of Library Media Educational Materials; Exhibit 1 Sample Letter Sent to Parents or Guardians; Exhibit 2 Request for Reconsideration of Educational Material Form

LEGAL REFERENCE: PI 8.01(2)(h); Wis. Stat. 118.13; [Title 17, U.S. Code](#)

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE

362.2- SELECTION OF LIBRARY MEDIA EDUCATIONAL MATERIALS

- A. Selection of **Library Media** instructional materials:
1. The responsibility for coordinating the selection of **Library Media instructional** materials is delegated to the school library media specialists. In the selection process, media specialists are aware of materials in the existing library media center collections. Principals, supervisors, teachers, and other instructional specialists are involved in the ongoing process. Parents and students are encouraged to make recommendations for the selection of **Library Media** materials which will be given consideration in the overall selection process.
 2. **Library Media Instructional** materials under consideration are evaluated first-hand whenever and wherever this is possible. Professional selection tools and evaluation journals are utilized in the selection process.
 3. It is the responsibility of the school library media specialist to systematically review and evaluate the library media center collection on a regular basis. Selection is an ongoing process and includes the removal of **Library Media** materials no longer appropriate, accurate, or current.
- B. Selection of ~~textbooks and other~~ **Library Media instructional** materials: All **Library Media** materials, print and non-print, to be used in the School District of New London to support and implement the ~~written~~ curriculum will be selected by professional personnel through reading, listening, viewing, and careful examination. The use of reputable, unbiased, professionally-prepared selection aids and/or selection checklist/guidelines are available to the district.
- C. Use of controversial **Library Media** materials ~~in the classroom~~:
1. The option is always open for a parent or **guardian** to object to a specific **Library Media educational** materials being used with his/her child as a part of the educational program. The parent or guardian has the right to judge whether certain **Library Media** materials are acceptable for his/her child. *However, no parent/guardian or organization has a legal right to abridge the rights of other parents or children to have access to materials which are a part of the school district's educational program.*
 2. Occasionally, ~~course~~ **Library Media** objectives can be achieved through exposure to **Library Media** materials that may be considered controversial in nature. If in the professional judgment of the **library media specialist**, teacher, supervisor, or principal, such **Library Media** material might be objectionable to a number of parents from the community, a letter (Exhibit 1) must be sent to parents or guardians of students in the course prior to the use of the **Library Media** material(s) in question. The letter will indicate the

titles of the proposed material and offer to substitute alternative materials for any on the list considered objectionable by the parent or guardian.

D. Procedures for handling challenged **Library Media** materials:

1. Any adult resident or employee of the school district may raise objection to **Library Media** materials used in the educational program. Any staff member receiving a complaint relative to the use of educational **Library Media** materials will report the matter to the building principal. The principal will apprise the complainant of the district's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals, such as reviewers, regarding the material. Appropriate district-level personnel should be consulted for their expertise which may contribute to the resolution of the issue.
2. If the complainant finds the information unacceptable, the complainant may formally challenge the use of the **Library Media** material in the educational program. All formal objections to **Library Media** educational materials must be made in writing on the "Request for Reconsideration of **Library Media** Educational Material" form (Exhibit 2). Each building office and the library media center will keep on hand sufficient reconsideration request forms. The reconsideration request form must be signed by the complainant and presented to the principal of the school involved in the challenge. The principal will then forward the formal objection to the District Administrator and the Director of Curriculum and Instruction.
3. Within two weeks of the receipt of a formal complaint, the District Administrator will present the formal complaint to an appointed district's **Library Media** materials review committee for reevaluation. The task of the review committee will be to make a recommendation for disposition of the material in question to the District Administrator. Generally, access to challenged **Library Media** materials will not be restricted during the reconsideration or review process. In some circumstances, alternate materials may be requested by parents for their son or daughter.
4. The **Library Media** Materials Review Committee will be composed of the following members as appointed by the District Administrator as needed:
 - a. The Director of Curriculum and Instruction who will serve as chair.
 - b. The building level media specialist.
 - c. The principal of the building.
 - d. One teacher of the level of the request for reconsideration.
 - e. One member from the community.
5. The process for dealing with a formal challenge and conducting committee meetings should include the following steps:

- a. Copies of the completed and signed reconsideration request form are distributed to all members.
 - b. Copies of the challenged material are distributed to committee members for their review.
 - c. How the committee will proceed with the review is discussed and procedures finalized.
 - d. Review of the **Library Media** material from professional sources are distributed to the committee members.
 - e. The complainant is given an opportunity to speak and expand upon the written challenge.
 - f. The review committee may request that individuals with special knowledge be present to provide information relative to the challenged **Library Media** material.
 - g. A thorough discussion of the **Library Media** material is conducted at committee meetings.
 - h. A recommendation as to the disposition of the **Library Media** material is made to the District Administrator.
6. The complainant will be kept informed by the committee's secretary appointed by the chair concerning the status of the review and be given timely notice of all forthcoming committee meetings. The committee's final recommendation to the District Administrator will be:
- a. To take no removal action;
 - b. To remove all or part of the challenged **Library Media** material;
 - c. To allow the use of alternate titles, selected by appropriate school personnel; or,
 - d. To limit or restrict the educational use of the **Library Media** material.
7. The decision of the review committee is to be on the appropriateness of the **Library Media** material for its intended educational use.
8. A decision to sustain a challenge will not be construed as a judgment against the professional(s) involved in the original selection or use of the **Library Media** material. Requests to reconsider **Library Media** materials which have previously been before the committee must receive approval of a majority of the committee members before the **Library Media** material will be reviewed again.
9. The written recommendation of the review committee and its justification will be forwarded to the District Administrator for appropriate action, to the

complainant, and to the school(s) in the district from which the complaint originated.

10. If the complainant is not satisfied with the written recommendation and justification by the review committee, the complainant may appeal the committee's decision to the Board of Education. To initiate an appeal, the complainant will make a written request to the District Administrator within two weeks of receipt of the recommendation.

E. Board of Education appeal procedures:

1. First Board of Education meeting:

- a. The District Administrator or his designee will present the findings of the review committee and any other material relating to the complaint.
- b. Every attempt will be made to keep lines of communication open with the media so that accurate information is presented to the public as quickly as possible.
- c. If appropriate, questions of censorship will be referred to the school attorneys.
- d. Decisions about an issue will not be made at the same meeting in which the issue is first raised.
- e. The Board may direct a subcommittee to take one or more of the following steps depending upon the nature of the challenge prior to further action of the Board:
 - (1) Study the **Library Media** materials and complaint in question.
 - (2) Review the action taken thus far as outlined in the board's policy relative to challenged **Library Media** materials.
 - (3) Hear testimony relative to the challenged **Library Media** materials ~~or curriculum~~ content. At this hearing, individuals must register stating name and address. The registration card will also provide information relative to whether the individual represents himself/herself or an organized group.
 - (4) Seek additional resource material and/or consultant testimony.
 - (5) Develop a written recommendation after all aspects of the guidelines have been followed.

2. Subsequent Board of Education meeting:

- a. The Board of Education will vote on the recommendation.
- b. When appropriate, the school attorneys will also present their findings to the Board of Education.

- c. If the challenged **Library Media** materials are upheld by the Board of Education, these materials may not be reconsidered again.
- d. If the challenged **Library Media** materials are not upheld by board action, the District Administrator will be directed by the Board of Education as to the proper procedure to be followed.

ADOPTION DATE:

REVISION DATE(S):

REVIEW DATE(S):

CROSS-REFERENCE: Policy 362.2 Selection of Library Media Educational Materials; Exhibit 1 Sample Letter Sent to Parents or Guardians; Exhibit 2 Request for Reconsideration of Educational Material Form

LEGAL REFERENCE: PI 8.01(2)(h); Wis. Stat. 118.13; Title 17, U.S. Code

Date _____

Dear Parent:

The _____ department would like to inform you of the following educational materials being used in _____ (*course*). The books (*or audiovisual materials*) your son or daughter will be reading (or viewing) this semester are:

Alternative materials will be made available for parents who have objections to any of the above selections. If you would like further information about the materials, please call me at the number listed below. If no further information is required, please sign this form and return it to the address listed below. Your signature on this letter constitutes permission to use the materials listed with your student. A response is needed by _____ (*date*) to insure that your son or daughter will meet the requirements of the course on time.

Sincerely,

Name: _____

School: _____

Address: _____

City/State/Zip: _____

Phone No.: _____

Parent's Signature: _____

SCHOOL DISTRICT OF NEW LONDON
REQUEST FOR RECONSIDERATION OF EDUCATIONAL MATERIAL

Title: _____

Author: _____ Format of material: _____

Publisher/Producer: _____

School in which material is used: _____

Request initiated by (name): _____ Telephone: _____

Address: _____ City: _____ Zip Code: _____

1. Did you review the entire material: Yes No

2. Did you discuss the use of this material in the instructional program with personnel from your school?

Yes No

3. To what in the material do you object: (please be specific) _____

4. In your opinion, what negative effects might result from the use of this material with students?

5. Do you perceive any educational benefit for students resulting from the use of this material?

6. Is there any age group of students for which you would recommend this material?

7. During the review process, do you wish to give a short presentation relative to your objection?

Yes No

Dated: _____

Signature

April 2022

DRAFT VON BRIESEN

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The District, through the Board of Education, is committed to providing an equal educational opportunity for all students.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sex (including sexual orientation, transgender status, change of sex, or gender identity), disability, or any other protected class, in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities. This policy is in addition to the District's other Board policies touching on nondiscrimination, including the District's Title IX Policy [insert cite], and [insert other relevant nondiscrimination/bullying/harassment policies, inclusive of complaint procedures].

The District's Guiding Principles for Nondiscrimination of Transgender Students or Students Do Not Conform to Gender Role Stereotypes

The principles are meant to serve as guidance with regard to students who are transgender and students who do not conform to gender role stereotypes. As such, while this policy addresses guiding factors and considerations, it does not address every potential situation that may arise. Each student is different, and each situation falling under this policy must be addressed on a case-by-case basis. Nonetheless, the guidelines outlined within this policy should be considered in every situation and, when appropriate, utilized so as to place the District, the Board, the student, other students, and the school community in the best position. This is important, because a substantial portion of these guidelines are based on the District's legal obligations under state and federal law. Furthermore, there are many instances where the law may not address a particular scenario or require or forbid a particular decision, action, or inaction. This policy is intended to assist District employees and officials with analyzing those scenarios and making appropriate decisions in accordance with the District's potential legal obligations and the education, safety, and welfare of the student and overall school community.

When necessary, District employees and officials should consult with a student's parent/guardian to address situations that may not be addressed under this policy. Similarly, District employees and officials should consult with the District Administrator and, if appropriate, the District's legal counsel, when evaluating a particular situation relating to this policy.

Definitions

The definitions below are merely provided to allow common understanding as to terminology used within this policy and for purposes of following and applying this policy. The definitions are not intended to label students or diminish them in any capacity, nor is it intended to obligate the use of these terms in any manner outside of reference to this policy.

- A. "Transgender" describes a person whose gender identity is different than their biological sex assigned at birth.

- B. "Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth.
- C. "Gender nonconforming" describes a person whose gender expression differs from stereotypical or prevailing social expectations, such as a "feminine" boy or a "masculine" girl, or a person who is perceived as genderless.
- D. "Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

Discrimination, Harassment, and Bullying

Under this policy, as well as other District policies, the District prohibits all forms of discrimination against any students, including a transgender student or any student who does not conform to gender role stereotypes as protected by law.

Student Privacy, Names and Pronouns, and Official School Records

In accordance with state and federal law, certain records and personally identifiable information related to a student's gender identity or biological sex may be protected as both an education record and as a confidential medical record. As such, District employees and officials must exercise care when addressing a student's gender identity or biological sex internally among staff and students. The District strongly encourages District employees and officials to consult the student and their parent/guardian, if a minor student, before making any disclosures as to a change in known gender identity of a particular student. The District strongly encourages transgender and gender nonconforming students and their families to maintain ongoing communication with District employees who are working directly with the student in order to address, among other issues, relevant privacy concerns and privacy preferences. District employees are expected to refer any questions they may have about student privacy and possible disclosures of a student's transgender or gender nonconforming status to the District Administrator or their designee.

When referring to students at school and in connection with school activities, District personnel will normally use the student's legal name and the pronouns that correspond to the student's biological sex assigned at birth. However, an adult student, or the parent/guardian of a minor student, may determine the name and gender pronouns that school employees will use to address the student at school and in connection with school-related activities. A court-ordered name change or medical treatment or medical procedure is not required to initiate such a request. Upon being informed that a student intends to regularly use a particular name and/or prefers to be addressed using particular pronouns that correspond to the student's gender identity, District personnel are expected to respect that decision; however, if District personnel do not refer to any student by their pronouns, it is permissible for District personnel to only refer to utilize the student's newly preferred name.

The District's approach of respecting a student's decision to regularly use a name and the pronouns that correspond to the student's gender identity is not a commitment to change all existing school records in order to reflect those preferences. There may also be situations where the District is

required to use or report the legal name or biological sex of the student as that data is reflected in the District's official records. The extent to which official records of the District are modified will depend on a case-by-case evaluation of the information that the District receives and the type(s) of school records affected by the information that is received. For example, if a school record requires use of a legal name, absent proof of a legal name change, the District may be required to use the student's legal name in lieu of their preferred name.

Restroom and Locker Room Accessibility

Generally, a student who is transgender and has consistently held the belief deeply, is supported by the student's parent/guardian, and for which the student has sought guidance or counseling in coming to the decision, will be permitted to access the segregated, multi-person restrooms that correspond to the gender identity that the student consistently asserts at school and elsewhere. Any student who does not wish to use the segregated, multi-person restrooms may be given access to unisex restrooms if such a facility is reasonably available. No student shall be required to use a unisex restroom solely because of the student's transgender or gender nonconforming status.

If a transgender student makes any request regarding the use of segregated restrooms, the use of segregated locker rooms, or any similar type of changing area, the request shall be assessed on a case-by-case basis, taking into account all relevant interests of the student, the District, and other students affected by the request. The District will consider, in addition to all other relevant factors, such things as the ability of the transgender student to access the District's physical education curriculum and extra-curricular programs and the need to respect the privacy and safety of all students. The District will consider factors including, but not limited to, the layout of the facility, the availability of showers and changing areas, and the degree of undress required when changing for the applicable activity.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided (to the extent reasonably available) with a reasonable alternative changing area (*e.g.*, a restroom stall with a door, an area separated by a curtain, a physical education teacher's office in the locker room, etc.) or provided with an alternative changing schedule. Any alternative arrangement should be provided in a way that gives adequate consideration to relevant privacy concerns.

These guidelines related to restrooms and changing areas generally assume that a student has a special concern or is in some way uncomfortable with consistently using the facilities that correspond to the biological sex that the student was assigned at birth. However, all students have the option of consistently accessing the facilities that correspond to the biological sex that the student was assigned at birth.

Participation in Physical Education Classes and Sports Activities

A student who is transgender shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the gender identity that the student regularly asserts at school and in other social environments.

Students who are transgender shall be permitted to participate in interscholastic athletics in a manner consistent with the requirements and policies of the Wisconsin Interscholastic Athletic Association (WIAA).

Dress Codes & Other Considerations

Within the constraints of the District's dress code policy and dress codes adopted by the school, students may dress in accordance with their gender identity. District personnel shall not enforce a dress code more strictly against transgender and gender nonconforming students than other students.

The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504).

The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a disability shall participate with students without disabilities to the maximum extent appropriate.

Notice of the Board's policy on nondiscrimination and the identity of the District's Compliance Officer(s) will be published on the District's website, posted throughout the District, and included in the District's hiring materials or publications.

Principal's Responsibilities

Each Principal shall verify that the procedures used with students and parent/guardian for selection of and participation in any part of the District's academic, co-curricular, or extra-curricular programs do not discriminate on the basis of a student's membership in a protected class. When appropriate, the Principal is to consult the District Administrator, who shall make the final determination with regard to the issue at hand.

Staff Training

The District Administrator or their designee shall develop an ongoing training program for District employees and officials with regard to this Board policy and the guidelines contained herein. Such training shall occur at least annually.

**EQUAL EDUCATIONAL OPPORTUNITIES/
COMPLAINT PROCEDURES**

- A. The School District of New London is committed and dedicated to the task of providing the best education possible for every student in the District for as long as the student can benefit from attendance, and the student's conduct is compatible with the welfare of the entire student body.
- B. The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities will not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability/handicap.
- C. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District will have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth will not be required to attend a separate school or program for homeless children and will not be stigmatized by school personnel.
- D. The District will provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability.
- E. The District will also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations will be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy will be provided to students without prejudicial effect.
- F. Complaints regarding the interpretation or application of this policy will be referred to the District Administrator and processed in accordance with established procedures.
- G. Any complaint regarding the interpretation or application of the district's student nondiscrimination policy will be processed in accordance with the following complaint procedures.

ADOPTION DATE: May 9, 2005

REVISION DATE(S):

REVIEW DATE(S): September 12, 2018

CROSS-REFERENCE: Administrative Guideline
Exhibit 1 Formal Written Complaint

LEGAL REFERENCE: Section 118.13 Wisconsin Statutes
PI 9 of the Wisconsin Administrative Code
Title IX, Educational Amendments of 1972
Title VI, Civil Rights Act of 1964
Section 504 Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991
McKinney-Vento Homeless Education Assistance Act

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 411 - EQUAL EDUCATIONAL OPPORTUNITIES/ COMPLAINT PROCEDURES

- A. Any student, parent, or resident of the district complaining of discrimination on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability or handicap in school programs or activities will report the complaint in writing to the District Administrator. Assistance in drafting the written complaint will be made available if requested. A complaint form is available (Exhibit 1).
1. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with a disability will be processed in accordance with established procedures as outlined in the Parent Rights brochure in compliance with Individuals with Disabilities Educational Improvement Act (IDEIA) regulations.
 2. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g., EDGAR complaints) will be referred directly to the State Superintendent of Public Instruction.
- B. The District Administrator will acknowledge receipt of the written complaint within 15 days of receipt of the original written complaint.
- C. The District Administrator, upon receiving such a written complaint, will immediately undertake an investigation of the suspected infraction. The District Administrator will review with the building principal, or other appropriate persons, the facts comprising the alleged discrimination. The District Administrator will decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant within 45 days of receipt of the original complaint unless the parties agree to an extension of time.
- D. If the complainant is dissatisfied with the decision of the District Administrator, he/she may appeal the decision in writing to the Board within 15 days of receipt of the decision. The Board will hear the appeal at the next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board will make its decision in writing after the hearing. Copies of the written decision will be mailed or delivered to the complainant and the District Administrator.
- E. The complainant will be notified of the right to appeal a negative determination by the Board to the State Superintendent of Public Instruction and the procedures for making the appeal.

- F. Nothing in these procedures will prevent individuals from filing a complaint directly with the Office of Civil Rights as authorized by federal law. Such complaints will be made to: Office of Civil Rights, Region V, U.S. Department of Education, 233 North Michigan Avenue, Suite 240, Chicago, IL 60601 (312-886-2359).
- G. Records of all complaints will be kept for the purpose of documenting compliance and past practices. The records will include information on all levels of the complaint and any appeals. The records should include:
1. The name of the complaint and his/her title or status.
 2. The date the complaint was filed.
 3. The specific allegation made and any corrective action requested by the complainant.
 4. The name(s) of the respondents.
 5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
 6. A summary of facts and evidence presented by each party involved.
 7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.
- H. Notice of this policy and complaint procedure will be published with annual notices. A student nondiscrimination statement will be included in student handbooks, staff handbooks, co-curricular handbooks, and course selection handbooks.

ADOPTION DATE: May 9, 2005

REVISION DATE(S): November 26, 2018

REVIEW DATE(S): September 12, 2018

CROSS-REFERENCE: Policy 411 Equal Educational Opportunities/Complaint Procedure
Exhibit 1 Formal Written Complaint

LEGAL REFERENCE: Section 118.13 Wisconsin Statutes
PI 9 of the Wisconsin Administrative Code
Title IX, Educational Amendments of 1972
Title VI, Civil Rights Act of 1964
Section 504 Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act

Civil Rights Act of 1991
McKinney-Vento Homeless Education Assistance Act

STUDENT HARASSMENT

- A. It is the policy of the School District of New London to maintain a school environment that is free from all forms of harassment and to insist that each student is treated with dignity, respect, and courtesy. Harassment includes but is not limited to, behavior based on sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap which substantially interferes with a student's school performance or creates an intimidating, hostile, or offensive school environment, including name calling, negative stereotyping, or hostile acts.
- B. It is the violation of this policy for any student, employee, or volunteer of the School District of New London to harass students through conduct or communications which has the purpose or effect of creating an intimidating, hostile, or offensive learning environment; has the purpose or effect of unreasonably interfering with a person's academic performance; or otherwise adversely affects a person's educational opportunities.
- C. Conduct or communications constituting sexual harassment is defined as follows:
 - 1. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a physical nature constitutes sexual harassment when:
 - a. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's education;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's education; and,
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment.
 - 2. Any behavior toward any student, by another student, employee, or volunteer which constitutes unwelcome sexual advances or requests for sexual favors; the display of derogatory posters, cartoons, drawings, or clothing; uninvited letters, telephone calls, looks, gestures, touching, teasing, jokes, remarks, or questions of a sexual nature; or other verbal or physical conduct of a sexual nature will be considered to be sexual harassment.

- D. The District recognizes that students, employees, and volunteers of both sexes work and communicate with each other. Although there is no absolute definition of conduct, which constitutes sexual or other harassment in every case, students, employees, and volunteers are asked to conduct themselves reasonably in accordance with the guidelines set forth above.
- E. All students have rights under state and federal laws to be protected from such harassment and are encouraged to report incidents which may violate this policy according to the complaint procedures outlined in Policy/Procedure 411, Equal Educational Opportunities/Complaint Procedures. Retaliation in any form against any student for complaints or participation in any investigation of alleged harassment is prohibited.
- F. The District will not tolerate any conduct which fails to comply with this letter and spirit of these guidelines. Disciplinary measures up to and including suspension or expulsion of students from school or up to and including discharge of employees or volunteers may be imposed for a violation of this policy.

ADOPTION DATE: May 9, 2005

REVISION DATE(S):

REVIEW DATE(S): September 12, 2018; December 6, 2023

CROSS-REFERENCE: Policy 411 Equal Educational Opportunities/Complaint Procedures

LEGAL REFERENCE: Section 118.13 Wisconsin Statutes
 PI9 Wisconsin Administrative Code
 Title IX Education Amendments of 1972
 Title VI Civil Rights Act of 1964
 Section 504 Rehabilitation Act of 1973
 Americans with Disabilities Act of 1990
 Individuals with Disabilities Education Act Amendments of 1997

No changes recommended

ENSURING THE EDUCATIONAL STABILITY OF CHILDREN IN OUT-OF-HOME CARE (FOSTER CARE)

The District shall collaborate with the county child welfare agency [*and tribal child welfare agency as applicable*] in ensuring the educational stability of children in out-of-home care (foster care). "Foster care" refers to 24-hour substitute care for children placed away from their parents and guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. To the extent required under applicable law, a child in foster care under this policy also includes children who an appropriate child welfare agency indicates are awaiting a foster care placement.

Children in foster care shall have equal access to the same free, appropriate public education as provided to other children 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 educational services for which the children meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

The Director of Pupil Services has primary administrative-level oversight of the District's services for children who are in foster care. 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 ensuring the educational stability of children in foster care; and (2) reasonably monitoring compliance with such assurances.

The Director of Pupil Services shall designate a staff member who shall serve as the District's primary point of contact for the education of children in foster care. The District's designated point of contact will be the primary liaison for the representatives of child welfare agencies who also have responsibility for ensuring the educational stability of children in foster care.

The District's point of contact for the education of children in foster care 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 children in foster care 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.

ADOPTION DATE: May 13, 2019

REVISION DATE(S):

REVIEW DATE(S): December 6, 2023

CROSS-REFERENCE: Administrative Guideline

LEGAL REFERENCE: Wisconsin Statutes Section 48.38(4), Section 48.383, Section 48.64(1r), Section 48.78, Section 115.298(1)(b), Section 118.125(2)(q), Section 938.78; Federal Laws Title I, Part A of the Elementary and Secondary Education Act, Title IV of the Social Security Act

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 411.3 - ENSURING THE EDUCATIONAL STABILITY OF CHILDREN IN OUT- OF-HOME CARE (FOSTER CARE)

The District's point of contact for the education of children in foster care will also:

1. Coordinate with the points of contact and other appropriate representatives of child welfare agencies and of other educational agencies on the implementation of the Title I provisions related to ensuring the educational stability of children in foster care.
2. Assist appropriate child welfare agency representatives in making "best interest of the child" education decisions, including particularly the determination of whether or not it is in a child's best interest to remain in his/her school of origin or to enroll in a new school. As examples, the District's point of contact may (a) be involved in defining a process for making such decisions; (b) coordinate input from, or other participation by, other District staff; and (c) make, or assist in making, the District's evaluation of the available and relevant information in a specific case. The determination of a child's best interest in relation to school enrollment involves giving consideration to all factors relating to a child's best interest, including but not limited to the appropriateness of the current educational setting and the proximity of the child's placement to the school(s).
3. Facilitate the continued enrollment of a child in foster care in his/her school of origin; or, if remaining in the school of origin is determined not to be in the child's best interest, facilitate the child's immediate enrollment in a new school even if the child is unable to produce records normally required for enrollment.
4. Request, facilitate, and confirm, as applicable, the timely transfer of student records any time a child in foster care will be enrolling in a school (within or outside of the District) other than the school the child is currently attending (or most recently attended).
5. Coordinate the implementation of local transportation procedures related to children in foster care and the resolution of any transportation cost disputes, in consultation with the Director of Business Services, and in accordance with established procedures.
6. Facilitate the sharing of student record information with child welfare agency personnel in a manner that is consistent with applicable legal requirements, any applicable record sharing agreements, and established District policies and procedures regarding the maintenance and confidentiality of student records.

7. Have shared responsibility for ensuring that children in foster care attending schools in the District have access to and receive the educational services and supports and specialized programming for which they are eligible.
8. Assist, as needed, with addressing concerns that may arise regarding the regular school attendance of a child in foster care.
9. Collaborate with other District staff and, if appropriate, with child welfare agency representatives, to assist children in foster care with their educational transitions (e.g., from early childhood education to elementary school, elementary school to middle school/junior high school, middle/junior high school to high school, and from high school to post-secondary options).
10. For a child in foster care who is a high school student and who is newly enrolled in high school in the District, ensure that the child meets with a high school guidance counselor to review previous course work and the awarding of credit for such course work, review credits needed for graduation, and review the options available to the child for meeting the graduation requirements.
11. Coordinate professional development activities and resources and serve as a local resource, as needed, for other District staff related to the Title I provisions and the educational needs of children in foster care.
12. Working with administrators and other District staff as needed, coordinate the collection and appropriate reporting of any data that is needed to meet the established legal requirements related to children in foster in care.

ADOPTION DATE: May 13, 2019

REVISION DATE(S):

REVIEW DATE(S): December 6, 2023

CROSS-REFERENCE: Policy 411.3 Ensuring the Educational Stability of Children in Out-of-Home Care (Foster Care)

LEGAL REFERENCE: Wisconsin Statutes Section 48.38(4), Section 48.383, Section 48.64(1r), Section 48.78, Section 115.298(1)(b), Section 118.125(2)(q), Section 938.78; Federal Laws Title I, Part A of the Elementary and Secondary Education Act, Title IV of the Social Security Act

No changes recommended

SCHOOL CENSUS

A count of the district children from birth to age 20 will be taken annually. This count is collected through:

- Resident birth records from the State of Wisconsin for the School District of New London.
- Child find activities to include Child Development Days and referrals from outside agencies.
- New student enrollment records.
- Individual reporting by parents.
- Homeschool reporting.
- Private school reports.

The collection and reporting of data will be carried out by the [Student Services, Pupil Services, and the Business Office](#).

The school census collection information will be submitted to the Department of Public Instruction annually in accordance with state law.

ADOPTION DATE: May 10, 1999

REVISION DATE(S): March 14, 2005; November 26, 2018

REVIEW DATE(S): September 12, 2018; December 6, 2023

CROSS-REFERENCE:

LEGAL REFERENCE: Section 43.70(1) Wisconsin Statutes
Section 120.18(1) Wisconsin Statutes

Addition of multiple departments involved

FULL-TIME STUDENTS

A student in the District will be considered full time if he/she:

1. Is an elementary, middle, or high school student scheduled in classes for the entire school day;
 - 4-year-old kindergarten is a half-day program
2. Has been evaluated by the District’s Individual Educational Team and has a prescribed individual plan that outlines what constitutes a full day for the student;
3. Is participating in an alternative educational program or other program or curriculum modifications approved by the student’s parent/guardian and school district officials; (Students are being given more opportunities to participate in educational programs and activities that are offered off school grounds and/or that do not require the student to be in attendance at school the full school day. Such students may still be considered full-time students for state aid purposes.)
4. Is a resident student attending public school in another school district under the full-time public school open enrollment law;
5. Is enrolled or participating in approved alternative educational programs or program or curriculum modifications.

ADOPTION DATE: July 13, 1998

REVISION DATE(S): June 12, 2006; November 26, 2018

REVIEW DATE(S): September 12, 2018; December 6, 2023

CROSS-REFERENCE:

LEGAL REFERENCE: Section 118.51 Wisconsin Statutes
Section 121.004(7) Wisconsin Statutes

No changes recommended

ADMISSION REQUIREMENTS

Article X, Section 3 of the Wisconsin Constitution requires that district schools be “as nearly uniform as practicable” and “free and without charge for tuition to all children between the ages of 3 and 20 years (children with disability—ages 3-22).”

ADOPTION DATE: June 9, 2003

REVISION DATE(S): February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Administrative Guideline
Policy 421 Admission Requirements—Early
Policy 423 Open Enrollment (Full Time)

LEGAL REFERENCE:

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 420 - ADMISSION REQUIREMENTS

- A. Admission age/prerequisite:
- Children in the 4-year-old prekindergarten program must be four (4) on or before September 1.
 - Children in 5-year-old kindergarten must be five (5) on or before September 1
 - Children in first grade must be six (6) on or before September 1 and have successfully completed a 5-year old kindergarten program.
- B. The School District of New London will acknowledge a parental request for screening for early admission of their child to a kindergarten in the public school system if the child exhibits superior intelligence and maturity. Children who turn the appropriate age after September 1 of the year they wish early admission **will not be admitted** without meeting criteria for Early Admissions, see Policy 421.
- C. Children participating in the prekindergarten program must be four (4) on or before September 1 in order to be eligible to enter kindergarten the following year.
- D. Residents that are 20 years of age may be admitted to the School District of New London when, in the judgment of the Board, they will not interfere with the pupils of school age.
- E. ~~Before the admission of any non-resident to the School District of New London, the Board shall make a written agreement with the parents for the payment of tuition at the rate legally fixed, except when the tuition is a public charge or the nonresident was approved under the open enrollment program.~~ Admission of any non-resident student to the School District of New London will adhere to the current open enrollment protocol as required by the State of Wisconsin.
- F. The Board shall admit to high school, when facilities will warrant, any person of high school age who resides in the state and who has complied with the entrance requirements as set forth by the the open enrollment protocol. Non-residents so admitted shall be entitled to the same privileges and be subject to the same rules and regulations as resident pupils.
- G. — The Board shall permit a pupil who is enrolled in a school under its jurisdiction and is a resident of the School District of New London at the beginning of the school year to complete the school year as set forth by the

~~Tuition Waiver protocol of the State of Wisconsin at the school without payment of tuition, even though the pupil is no longer a resident of the School District of New London.~~

ADOPTION DATE: June 9, 2003

REVISION DATE(S): February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Policy 420 Admission Requirements
Policy 421 Admission Requirements—Early
Policy 423 Open Enrollment (Full Time)

LEGAL REFERENCE:

Changes are reflected by current open enrollment / tuition waiver programs.

EARLY ADMISSION REQUIREMENTS

The School District of New London will acknowledge a parental request for screening for early admission of their child to four-year-old kindergarten or kindergarten in the public school system in accordance with established guidelines.

ADOPTION DATE: June 9, 2003

REVISION DATE(S): March 10, 2008; May 9, 2011; February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Administrative Guideline
Policy 420 Admission Requirements
Policy 423 Open Enrollment (Full Time)
Policy 870 Public Complaints

LEGAL REFERENCE: Section 118.14 Wisconsin Statutes
Section 120.12(25) Wisconsin Statutes
Section 120.44 Wisconsin Statutes

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 421 - EARLY ADMISSION REQUIREMENTS

- A. **Four-Year-Old Kindergarten** - The parent or guardian who wishes to enter a child younger than four years of age as of September 1 of the year beginning school may apply to the Board of Education through the Director of Pupil Services for early admission to four-year-old kindergarten on or before September 1 of the current school year. Applicants for early admission must meet the standards, conditions and procedures adopted by the Board. The Board will admit students through early admission when it has determined that denial of such request would not be in the students' best interest.
- B. **Five-Year-Old Kindergarten** - The parent or guardian who wishes to enter a child younger than five years of age as of September 1 of the year beginning school may apply to the Board of Education through the Director of Pupil Services for early admission to five-year-old kindergarten on or before September 1 of the current school year. Applicants for early admission must meet the standards, conditions and procedures adopted by the Board. The Board will admit students through early admission when it has determined that denial of such request would not be in the students' best interest.
- C. **First Grade** - Act 41 prohibits a school board from enrolling a child in first grade unless the child has completed five-year-old kindergarten or has received an exemption. If this requirement has been met, the parent or guardian of a child wishes to enter a child younger than six years of age as of September 1 of the year beginning school may apply to the Board of Education through the Director of Pupil Services for early admission to first grade on or before September 1 of the current school year. Applicants for early admission must meet the standards, conditions and procedures and adopted by the Board. The Board will admit students through early admission when it has determined that denial of such request would not be in the best interest of the child.
- D. Parents will be governed by the following procedures:
1. Written application will be made by the parent to the Director of Pupil Services no later than September 1 of the current school year.
 2. The Director of Pupil Services or his/her designee will see that an evaluation is made of the child's readiness. This evaluation will include an assessment of the child's potential to benefit

from early admission and to successfully participate in the grade level, including consideration of emotional stability, social and mental maturity, and physical health. These evaluations will be made by a certified School Psychologist and appropriate Teacher in conjunction with other appropriate pupil service workers and administrative personnel. The evaluation will be at no cost to the parents.

3. The evaluation will be completed not more than six months prior to school entry to ensure programming reflects individual needs.

4. The following qualities will be considered in the assessment:

a. Intellectual Potential

(1) Social and mental maturity rating should indicate that the youngster has potential for success in a formalized readiness program in the school. At the present time, the best single evidence is a mental maturity level approximately at or above the 98th percentile as of September 1 of the current school year to be considered for early admission. In addition, a readiness achievement profile which reflects an overall constant level of performance, rather than extremes in subtest performance, is more likely to indicate potential success.

(2) He/she should have language skills approximately at or above the 98th percentile in the areas of verbal expression and language comprehension as of September 1 of the current school year to be considered for early admission.

(3) He/she should show an interest in school type activities.

b. Well Developed Visual-Perceptual and Motor Skills

(1) He/she should demonstrate those visual-perceptual and motor skills needed to successfully participate in regular activities of the grade.

(2) A child will not be excluded solely on a physical handicap.

c. Well Adjusted Socially and Emotionally

- (2) He/she should be physically ready for a complete school day.
 - (3) He/she should enjoy working and playing with other children of the requested grade.
 - (4) He/she should have a desire to participate in group activities which occur in the requested grade.
 - (5) He/she should be able to remain focused and ready to work independently for short periods of time.
 - (6) He/she should show the ability to cooperate with others.
5. Parents will be notified of the recommendations with an option for an individual conference.
 6. The District's appeal process will be used if the parent is in disagreement. (See Policy/Procedure 870, Public Complaints.)
 7. If early admission is granted, a Problem Solving Team will be convened to monitor and address student needs.
 8. Early admission, based on the results of the above appraisal, will be considered to be on a trial basis of 6 weeks. After the 6 week trial period, a conference will be scheduled with the parent or guardian, classroom teacher and building principal to review the child's readiness.

ADOPTION DATE: June 9, 2003

REVISION DATE(S): March 10, 2008; May 9, 2011

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Policy 421 Early Admission Requirements
 Policy 420 Admission Requirements
 Policy 423 Open Enrollment (Full Time)
 Policy 870 Public Complaints

LEGAL REFERENCE: Section 118.14 Wisconsin Statutes
 Section 120.12(25) Wisconsin Statutes
 Section 120.44 Wisconsin Statutes

No changes recommended

ADMISSION OF FOREIGN EXCHANGE STUDENTS

A maximum of three (3) foreign exchange students may be enrolled in the District, tuition free, each year. Special classroom fees, lunch monies, and special event fees or needs will be the responsibility of the foreign exchange student, his/her parent(s) or sponsor(s).

ADOPTION DATE: July 23, 2001

REVISION DATE(S): January 8, 2007; March 9, 2009

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Administrative Guideline

LEGAL REFERENCE: Section 121.78, Wisconsin Statutes
Section 121.84(1)(c) Wisconsin Statutes

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 422.1 - ADMISSION OF FOREIGN EXCHANGE STUDENTS

- A. Each foreign exchange student will be represented by a bona fide organization recognized by the Board, and there will be a reciprocal provision whereby a student of the District will be able to enroll in a foreign school under essentially the same conditions as a foreign student may enroll in a District school. The organizations recognized by the Board are those with a FULL LISTING STATUS with the Council on Standards for International Educational Travel (CSIET). The District reserves the right to allow other qualified organizations the opportunity to enroll any foreign exchange student in the School District of New London.
- B. The District will receive application for placement of a student by July 30 preceding the enrollment school year. Such application by an approved organization will reserve one of the three available slots. If the placement does not occur, the slot will go unfilled.
- C. The organization representing the foreign student will establish to the satisfaction of the Board and/or Administration, that adult supervision has been established in this District with the power of the supervisor to act in loco parentis, and the adult supervisor is financially and otherwise responsible.
- D. The Board reserves the right to accept or reject a foreign student requesting waiver of tuition.
- E. All credentials or other data supporting the request of the proposed student will be furnished the District prior to the time when the prospective student exists from his/her native country.
 - 1. The Board and/or Administration reserves the right to examine the request and the credentials of the student for whom the application is being made.
 - 2. The processing of requests will be made to the building principal.
- F. Foreign students accepted under Board policy and procedure will be treated as resident students.
- G. Foreign students living with their legal parent or guardian in the District will not be considered under this Board policy and procedure.

ADOPTION DATE: July 23, 2001

REVISION DATE(S): January 8, 2007; March 9, 2009; February 11, 2019
REVIEW DATE(S): December 6, 2018; December 6, 2023
CROSS-REFERENCE: Policy 422.1 Admission of Foreign Exchange Students
LEGAL REFERENCE: Section 121.78, Wisconsin Statutes
Section 121.84(1)(c) Wisconsin Statutes

No changes recommended

**HOME-BASED PRIVATE EDUCATION – ENTRY/RE-ENTRY INTO SCHOOL
(FULL TIME)**

This policy complies with the specifications set forth in State Statutes 118.15(4) and 118.165(1)(2). This policy applies to students who enter or re-enter the New London schools after having participated in a home-based private educational program in accordance with said statutes.

- ADOPTION DATE: July 13, 1998
- REVISION DATE(S): May 10, 2004; February 11, 2019
- REVIEW DATE(S): December 6, 2018; December 6, 2023
- CROSS-REFERENCE: Administrative Guideline
Policy 424 Participation of Private School and Home-Based Students in District Courses/Programs (Part Time)
- LEGAL REFERENCE: Wisconsin State Statutes 118.15(4)
Wisconsin State Statutes 118.165(1)(2)
Wisconsin State Statutes 115.001(3)(g)

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE

422.2 - HOME-BASED PRIVATE EDUCATION – ENTRY/RE-ENTRY INTO SCHOOL (FULL TIME)

- A. For the purpose of this policy, Home-Based Private Educational Program will be that which is defined in Wisconsin Statute 115.001(3)(g).
- B. Any student who has been in attendance in a home-based private educational program for a period of ninety (90) days or more and who wishes to enter or re-enter the New London school system will furnish the building administrator with the following documentation of the home-based private educational program:
 - 1. Copy of home-based private educational program from Wisconsin DPI Form PI-1206 (Rev. 1-86).
 - 2. A copy of the school calendar that verifies that each school term of home-based education consisted of a minimum of 875 hours [s. 118.165(1)].
 - 3. Copies of the sequential curriculum that was taught in the six (6) mandated subject areas [s. 118.165(1)(d)].
 - 4. Records of student performance for each course taken.
 - 5. Upon receipt of the above documentation, the building administrator will place the student at the appropriate grade level.
- C. In the absence of the above documentation, or having been withdrawn for less than 90 days, the student may be required to take an examination to establish grade placement. The grade placement examination will be administered by the principal (or designee) of the school to which the student would normally be assigned. The evaluation may include nationally standardized achievement tests and/or district-developed criterion-referenced tests. The student may also be administered an academic survey test encompassing areas of language arts and mathematics to assist in classroom instructional placement and programming. An interview may be conducted by principal, counselor, or school psychologist.
- D. Test results, the student's chronological age, and other records will be used by the building administrator to determine grade placement.
- E. If the placement is made at the sophomore year (10th grade) level or higher, a maximum of six (6) credits may be allowed toward high school graduation for each of the years below the grade level of placement. Courses taken

while enrolled in a home-based private educational program will be recorded on the student's transcript. Credit will only be recorded that is in compliance with mandates of curriculum requirements in Wis. Stat. 118.165(1)(d) or are deemed by the administrator to meet criteria of an elective in the current high school program of studies.

- F. Home-based instruction will be recorded as CREDIT ONLY (home-based grades will not be recorded on the admitting high school transcript). Grades and grade point average from home-based instruction will not be used in class standing.
- G. High School Diploma – A New London High School diploma will be awarded to a student who has attended New London High School for a minimum of four (4) full semesters, one of which must be the last semester preceding graduation. For students who do not meet the requirements for enrollment, eligibility for a diploma will be determined by the high school principal based upon a review of the student's academic history.
- H. If a parent appeals student placement/credit awarded, the test and placement will be reviewed by the Board of Education of the New London School District. The decision for placement will be made by the Board of Education and will be considered as final by all parties.

ADOPTION DATE: July 13, 1998

REVISION DATE(S): May 10, 2004; February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Policy 422.2 Home-Based Private Education - Entry/Re-Entry Into School; Policy 424 Participation of Private School and Home-Based Students in District Courses/Programs (Part Time)

LEGAL REFERENCE: Wisconsin State Statutes 118.15(4); Wisconsin State Statutes 118.165(1)(2); Wisconsin State Statutes 115.001(3)(g)

No changes recommended

OPEN ENROLLMENT (FULL TIME)

The Board of Education of the School District of New London ("Board") shall accept open enrollment applications from non-residents for the next school year. Applications shall be submitted electronically or on the form as provided by the Department of Public Instruction ("DPI") and received in accordance within the required application period established by DPI.

ADOPTION DATE: January 25, 2016
REVISION DATE(S): February 11, 2019
REVIEW DATE(S): December 6, 2018; December 6, 2023
CROSS-REFERENCE: Administrative Guideline
LEGAL REFERENCE: Wisconsin Statutes Section 115.777, Section 118.45, Section 118.51, Section 118.52, Section 121.78(1)(a), Section 121.83, Section 939.22(10)

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 423 - OPEN ENROLLMENT (FULL TIME)

Acceptance Criteria

Decisions on non-resident open enrollment applications shall be based on the following criteria:

- A. The Board shall determine the number of regular and special education spaces available in January for the next school year. In determining the number of spaces available, the District shall count resident students, students attending the District for whom tuition is paid under 121.78(1)(a) Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or 118.51(3m)(a) and are already attending public school in the district.

Factors the District Administrator shall consider include, but not be limited to the following:

- B. The availability of space in the District, in the school, program, class, or grade desired by the nonresident pupil. In determining such space available, the district administrator shall consider any or all of the following:
 - District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
 - District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
 - Enrollment projections for the schools of the District which have taken into account, among other things, short and long-term economic development in the community, preference requirements for siblings of non-resident open enrollment students, the required length of 4K-12 attendance opportunities for open enrollment students and current and future space

needs for special programs, laboratories (e.g., in technology or foreign language) or similar district educational initiatives.

- The number of non-resident students currently attending the schools of the district for whom tuition is paid by another district under §121.78(1)(a), Wis. Stats., non-resident students previously approved and attending under the open enrollment program, and siblings of students who have applied and are attending under the open enrollment program.
- The number of resident home schooled or private school students likely to attend the schools of the district in accordance with §118.145, Wis. Stats.
- The number of resident students attending a school outside their attendance zone.

C. Whether the non-resident pupil has been expelled from a Wisconsin school district within the current school year or the two (2) preceding school years or is pending any disciplinary proceeding, based upon the following activities:

- Whether any disciplinary proceeding involving the non-resident pupil which is based on any of the following activity, is pending;
- Conveying or causing to be conveyed any threat or false information concerning an attempt or an alleged attempt to destroy school property by means of explosives;
- Engaging in conduct while at school or under school supervision which endangers the health, safety, or property of others;
- Engaging in conduct while not at school or under school supervision which endangers the health, safety, or property of others at school or under school supervision or any school employee or board member; or,
- Possessing a dangerous weapon (as defined in §939.22(10), Wis. Stats.) while on school property or under school supervision.

- D. Notwithstanding the Board's acceptance of a non-resident pupil's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident pupil shall attend a school in the District, he/she is determined to fall under the bulleted lists of Letter C from above.
- E. The Board may request a copy of a non-resident student's disciplinary record(s) from the resident Board. The resident Board shall provide the non-resident Board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation or said proceeding, and/or such records as permitted by law.
- F. Whether the special education program or related services described in the non-resident pupil's individualized education program ("IEP") are available in the District. Funding for the education of students with disabilities shall be made to the non-resident school district by DPI in accordance with State law.
- G. Whether there is space available in the district's special education program identified in the non-resident pupil's IEP, including class size limits, pupil-teacher ratios, and enrollment projections. (See Section B above.)
- H. Whether the non-resident pupil has been referred to the resident school board under 115.777(1m)(a) Wis. Stats., but not yet evaluated by an IEP team.
- I. If a non-resident pupil's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special educational program, the non-resident pupil may be returned to the resident school district.
- J. If the Board has made a determination that a non-resident student attending a District is habitually truant from the District during either semester of the current school year, the District may prohibit the student from attending in the succeeding semester or school year.

Notice of Decision

Acceptance or denial of an application shall be sent to all applicants in accordance with open enrollment guidelines established by DPI.

Reapplication Procedures

A non-resident pupil does not have to reapply each year once they have notified the District they will be attending a District school, except that the Board may require a non-resident pupil to reapply when entering middle school or high school.

Transportation

The parents or guardians of a pupil attending in a non-resident school district shall be solely responsible for providing transportation to and from school or to the nearest transportation in-District pick-up point, unless the non-resident pupil is a student with a disability and transportation is required by the non-resident pupil's IEP. Requests from other districts to enter the boundaries of the School District of New London for the purpose of providing transportation to open enrollment students shall be denied.

Tuition Payment

The Board shall pay to the non-resident school board tuition calculated under §121.83, Wis. Stats., for District pupils with disabilities attending school in the non-resident school district.

Rights and Privileges of Non-resident Pupils

Non-resident pupils attending school in the District on a full-time basis shall have all of the rights and privileges of resident pupils and shall be subject to the same fees, rules, and regulations as resident pupils.

Co-Curricular Participation

- A. Non-resident students entering the District under disciplinary sanction for violating the co-curricular code of their resident district shall complete the imposed action if it is equal to or more severe than that which would have been imposed had it occurred in the School District of New London. If the disciplinary action is less severe than that which would have been imposed in the School District of New London, the School District of New London's sanctions shall be imposed.
- B. WIAA rules and regulations for eligibility shall be followed for non-resident as well as resident students. The District Co-Curricular Code of Conduct shall apply to non-resident as well as resident students.

Appeal Process

If a pupil application is denied, the pupil's parents/guardians may appeal the decision to DPI within thirty (30) days of the decision.

Alternative Application Procedures

A non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one of the statutory criteria and has not applied to more than three (3) non-resident school districts.

Applications for open enrollment under the alternative application procedures for the school year shall be evaluated based upon the District's policy and administrative guidelines in place prior to July 1 of the school year the application is received.

- A nonresident school board or designee may not approve an alternative application submitted after the January school board meeting for a current school year if the board limited the number of spaces available in the pupil's succeeding grade or special education service for applications submitted under the regular application procedure for the following school year.
- A nonresident school board or designee may not approve an alternative application submitted prior to the 3rd Friday in September if the board did not approval all applications for the pupil's grade or special education service that were submitted in the regular application period for the same school year.

Appeals of Open Enrollment Decisions

The student's parent(s) or legal guardian(s) may appeal a District decision regarding full-time open enrollment to DPI by following the deadlines and other procedures established by DPI, except as otherwise specifically provided under state law or under DPI rules.

ADOPTION DATE: January 25, 2016

REVISION DATE(S): May 13, 2019

REVIEW DATE(S): December 6, 2018; April 10, 2019; December 6, 2023

CROSS-REFERENCE: Policy 423 Open Enrollment - Full Time

LEGAL REFERENCE: Wisconsin Statutes Section 115.777, Section 118.45,
Section 118.51, Section 118.52, Section 121.78(1)(a),
Section 121.83, Section 939.22(10)

No changes recommended

PARTICIPATION OF PRIVATE SCHOOL AND HOME-BASED STUDENTS IN DISTRICT COURSES/PROGRAMS (PART TIME)

To foster a spirit of cooperation with our partners in education, the School District of New London will permit residents of the district enrolled in a private school, parochial school, or home-based educational program to participate, on a limited basis, in public school courses, programs or activities as defined by State Statute 118.145.

ADOPTION DATE: May 10, 1999

REVISION DATE(S): May 10, 2004; July 10, 2006; February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Administrative Guideline
WIAA Handbook
423 Open Enrollment (Full Time)

LEGAL REFERENCE: Section 118.145 Wisconsin Statutes
Section 115.001(3)(g) Wisconsin Statutes

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE

424 - PARTICIPATION OF PRIVATE SCHOOL AND HOME-BASED STUDENTS IN DISTRICT COURSES/PROGRAMS (PART TIME)

A. Courses:

1. State Statute 118.145 mandates that a school board of a school district operating high school grades will allow a pupil enrolled in a private school or a pupil enrolled in a home-based educational program, who has met the district's standards for admission to high school to take up to two (2) courses during each school semester if the pupil resides in the school district in which the public school is located and if the school board determines that there is sufficient space in the classroom.
2. Resident private school and home-based educational program students will be allowed to take up to two (2) courses in the High School under the following conditions:
 - a. The student satisfies high school admission standards established by the district; and,
 - b. There is sufficient space available in the classroom.
3. In addition, the following criteria will apply:
 - a. The student must agree to abide by public school rules and regulations. The course enrollment dates and admittance criteria will be the same as for all other high school students.
 - b. The student must be academically qualified to meet the course requirements.
 - c. Private or home-based students will be permitted to attend summer school.
 - d. Students participating in this program are not eligible for a diploma from the School District of New London.

B. Programs:

1. Participation of private school or home-based students in co-curricular programs (inclusive of band/choir and athletic programs) will be allowed at the intermediate/middle/high school level unless prohibited by state or national affiliation membership rules (i.e., WIAA) The following conditions will apply:
 - a. The student resides in the School District of New London.
 - b. There is sufficient space in the program.
 - c. Nonpublic schools and students must follow all guidelines and rules for academic eligibility, physicals, and other related requirements.
 - d. Students are subject to all school rules and policies/procedures while participating (inclusive of attendance policies).
 - e. The student must be qualified to meet the program requirements.
 - f. If the co-curricular program is related to a class, the student must enroll and attend classes as a part-time Open Enrollment student.
 - g. Nonpublic school students will not be charged any co-curricular fees other than those paid by the public school students.
 - h. No additional staffing will be added to accommodate a private school or home-based student.
 - i. The nonpublic school students must register on or before the first day of practice to participate in a program. Exceptions to this can be made between the coach and the student's parents under emergency or unforeseen circumstances.

C. Transportation to and from the District course, program, or activity will be the responsibility of the student's parent(s)/guardian(s), except as otherwise specifically provided.

ADOPTION DATE: May 10, 1999

REVISION DATE(S): May 10, 2004; July 10, 2006; February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Policy 424 Participation of Private School and Home-Based Students in District Courses/Programs; WIAA Handbook; 423 Open Enrollment (Full Time)

LEGAL REFERENCE: Section 118.145 Wisconsin Statutes; Section 115.001(3)(g) Wisconsin Statutes

No changes recommended

HOMELESS EDUCATION

It is the policy of the board to ensure that homeless children and youth are provided with equal access to its educational programs, have an opportunity to meet the same challenging State of Wisconsin and School District of New London academic standards, are not segregated on the basis of their status as homeless and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of homeless children and youth:

1. The term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship. It includes children and youths who:
 - a. Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - b. Are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations.
 - c. Are living in emergency shelters.
 - d. Are abandoned in hospitals; or are awaiting foster care placement.
 - e. Have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - f. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - g. Runaway children or children who are abandoned.

Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with parents, or in the case of unaccompanied youth the local educational agency liaison. Homeless status may be documented through a variety of Department of Public Instruction forms and/or through direct contact with school district staff.

It is the policy of the School District of New London that no person may be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, color, race,

religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

ADOPTION DATE: December 12, 2005

REVISION DATE(S): February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Administrative Guideline

LEGAL REFERENCE:

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 426 - HOMELESS EDUCATION

A. School selection.

1. Placement in a school shall, according to the child's best interest:
 - a. Continue the child's or youth's education in the school of origin for the duration of homelessness, in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the child or youth becomes permanently housed during an academic year
 - b. Enroll the child or youth in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend
 - c. Parents/guardians may request their child attend any school in the School District of New London and to the extent feasible the school district will try to comply with these requests.
2. In determining the best interests of the child or youth to the extent feasible the child or youth will be kept in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian, for the duration of homelessness.
3. In the case of unaccompanied youth, the local educational agency liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth.
4. The school of origin means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.
5. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or guardian or has been temporarily placed elsewhere.
6. The School District of New London's internal transfer policy shall not be applied to homeless children or youth for purposes of school selection or continued school placement.
7. School selection may be documented through a variety of school district forms and/or through direct contact with school district staff.

B. Enrollment.

1. The school selected shall immediately enroll the child/youth, even if the child or youth lacks records normally required for enrollment. Records will immediately be requested from the previous school.
2. The terms "enroll" and "enrollment" are defined to mean attending school and participating fully in school activities.

C. Residency.

1. A homeless child or youth is a resident if the child is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently.
2. The child or youth shall be considered a resident when living with a parent, guardian, or person in loco parent is not solely for school purposes or for participation in extracurricular activities.
3. Homeless students who do not live with their parents or guardians may enroll themselves in school.
4. The address listed on the enrollment forms becomes proof of residency.

D. Guardianship.

1. For purposes of school placement, any parent, guardian or person in loco parentis who has legal or physical custody of a homeless child or youth shall enroll that child or youth directly in a School District of New London school.

E. Comparable services.

1. Each homeless child or youth shall be provided services comparable to services offered to other students in the school selected, such as:
 - a. Preschool programs.
 - b. Transportation services.
 - c. Educational services for which the child or youth meets eligibility criteria such as ELL or special education programs.
 - d. All other academic programs.
 - e. Nutrition programs.
 - f. Title I services.
 - g. After-school programs.

F. Transportation.

1. At the request of the parent, or in the case of an unaccompanied youth, the local agency liaison or designee, transportation will be provided for homeless children to the school of origin, school of attendance area or school requested, for the duration of the school year. (See Administrative Guideline 751 - Student Transportation Services.)
2. Once permanent housing is found the family has a choice to stay in the school they are attending, school of origin or attend the school where they have found housing. If a family chooses to stay in the school of origin, transportation will be provided.
3. Permanent housing is defined as any signed lease or long-term approved living situation. Self-paying day to day in a motel is not considered permanent housing.
4. In the case where the school of origin and current residence are different local educational agencies, the two school districts will agree on a method for transportation and share costs.

G. Local Educational Agency Liaison.

1. The Director of Pupil Services is the Local Educational Agency Homeless Liaison for homeless children and youths.
2. The Local Educational Agency Homeless Liaison or designee shall ensure that:
 - a. Homeless children and youths are voluntarily identified by school personnel and through coordination with other entities and agencies.
 - b. Homeless children and youth enroll in and have a full and equal opportunity to succeed in schools in the district.
 - c. Homeless families, children, and youths receive educational services for which they are eligible and referrals to other appropriate services.
 - d. The parents or guardians of homeless a 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.
 - e. Public notice of the educational rights of homeless children and youths is disseminated in such public places as schools, meal sites, shelters and other locations frequented by low income families.

- f. Compliance with all policies and procedures and mediate enrollment disputes.
- g. The parents or guardians of a homeless child or youth, and unaccompanied youth, are informed of all transportation services, including transportation to the school of origin or to the school that is selected.
- h. Coordination of services between the School District of New London and other homeless family service providers.
- i. Assistance is provided to children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- j. Students are not segregated on the basis of their status as homeless.
- k. Programs for homeless students are coordinated with other federal and local programs.

H. Disputes.

- 1. Any disputes regarding the educational placement of homeless children and youth shall be expeditiously addressed through the process outlined below:
 - a. Student placement is made through the building principal in conjunction with the homeless liaison. If the placement decision is not satisfactory.
 - b. The student placement staff provides the family with a written explanation, which includes information about their right to appeal and review the decision, and student placement guidelines with the family. If this explanation is not satisfactory.
 - c. The building principal reviews the decision and talks with the family. If the decision is maintained and is still not satisfactory.
 - d. Homeless liaison is contacted by the building principal. The liaison works with the principal to ensure that the student is immediately placed in the school requested if this placement meets district guidelines and is comparable to other students.
 - e. Homeless liaison reviews issue and makes final determination. If the decision of the Homeless liaison is not satisfactory to the parent, District Administrator reviews issue and makes a decision based on that review. If the parent is still in disagreement with the decision, a state grievance procedure is implemented by the homeless liaison.

2. The steps listed above must be completed within two days from original student placement.

ADOPTION DATE: December 12, 2005

REVISION DATE(S): February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: Policy 426 Homeless Education; Administrative Guideline
751 Student Transportation Services

LEGAL REFERENCE:

No changes recommended

ATTENDANCE

School district policies regarding attendance emanate from the state and local law. District policies support the laws in an effort to encourage good school attendance.

The purpose of the New London attendance policy is to encourage good habits and attitudes toward punctuality and regularity of attendance. To be successful in school, a student must attend all of his/her classes on a regular basis and it is the purpose of this policy to encourage such attendance.

In the School District of New London, the responsibility for determining categories of absenteeism and for administering penalties and disciplinary action regarding various categories of absenteeism rests with the school attendance officer, namely, the principal or his/her designee. This responsibility is mandated by state laws and local policies and these laws do not allow parent discretion in determining categories of absences.

- ADOPTION DATE: January 11, 1999
- REVISION DATE(S): May 9, 2005; June 25, 2018; February 11, 2019
- REVIEW DATE(S): December 6, 2018; December 6, 2023
- CROSS-REFERENCE: Administrative Guideline
- LEGAL REFERENCE: 118.15 Wisconsin Statutes

No changes recommended

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 431 - ATTENDANCE

- A. Any person having under his/her control a child between the ages of 5 and 18 years, shall cause such child to attend school regularly to the end of the school term, semester, or other division of the school year in which he/she attains the age of 18 years unless the child has a legal excuse. Attendance is required during the full period and hours of each day, religious holidays excepted, that the public or private school in which such child enrolled is in session.
- B. A student is considered **TARDY** if he/she arrives up to 10 minutes late to class without a pass from another staff member. Any time a student is more than 10 minutes late to class, it is considered a truancy.
- C. Categories/procedures of absences:
1. Excused absences:
 - a. Illness.
 - (1) Generally a note, **electronic communication**, or phone call from the parents explaining the reason for the absence will be accepted.
 - (2) The student is to report to the respective school office ~~upon~~ **if** returning to school **mid-day**. The respective office will issue an admit to class.
 - (3) Students should make arrangements with the teachers to make up any work missed.
 - (4) Teachers will assist students with any make-up work or exams missed.
 - b. Family emergency [see Section B, 1, a, (1) through (4) for procedure].
 - c. Planned absences – A student may be excused under this provision of state law for no more than 10 days in a school year. If a student knows in advance about an absence from school for such things as family vacations, hunting, school trips, etc. (anything that will take the student out of school), the following is to be followed:

- (1) As far in advance as possible, the student is to bring a note from parents explaining the absence.
 - (2) The student will receive a planned absence form from the office that must be signed by each of the student's teachers and returned to the office.
 - (3) The teacher and student will agree in advance upon arrangements to make up work that will be missed. In order to provide work in advance of planned absences, notification of at least one week is required.
 - (4) These absences will be counted as excused provided the student follows the above procedure.
- d. Authorized to attend an alternative educational program or participate in another program or curriculum modification.
- e. Suspension – Serious behavioral problems such as fighting, smoking, drinking, drugs, etc. or continuous refusal to follow school rules.
- (1) Students must report to the school office for an admit to class upon returning to school. The admit will be marked excused.
 - (2) Students will not be denied the right to make up missed quizzes, examinations, major projects, etc., for credit. There will be no automatic reduction, however, arrangements should be made for any work missed. No student will be deprived of an opportunity to receive feedback from the teacher because of his/her suspension.

2. Unexcused absences:

- a. Absences (even with parent permission) for reasons other than illness or family emergency or pre-planned.
- b. Any absence from school for which a doctor's excuse, required by the administration, has not been provided.
- c. The student should make arrangements with the teacher to make up any work missed.

Procedure:

~~(1) The student must report to the school office upon returning to school and receive an admit to class which will be marked unexcused.~~

~~(2) The student should make arrangements with the teacher to make up any work missed.~~

3. Truancy:

- a. Any absence of part or all of a school day for which there is no legal cause.
- b. Intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law in accordance with Wis. Stats. Sec. 118.15.

~~c. Procedure: c. Students will not be denied the right to make up missed examinations or major projects for credit.~~

~~(1) The student must report to the office for an admit to class upon returning to school. The admit will be marked truant.~~

~~(2) Students will not be denied the right to make up missed examinations or major projects for credit.~~

4. Habitual truancy. A student is considered a "habitual truant" if he/she is absent from school without an acceptable excuse for part or all of five or more days in which school is held during a semester.

a. Corrective procedures – In the case of truancy or excessive absences, the following steps may be taken as part of the district's truancy plan.

(1) Re-evaluate the student's course of study.

(2) Counselor-student conference.

(3) Detention.

(4) Parent conference.

(5) Referral to an outside counseling agency (psychologist/social worker).

(6) Referral to proper authorities for possible truancy penalties under the state and municipal laws.

- C. This policy does not apply to any child who is not in proper physical or mental condition to attend school (the documentation of a licensed physician will be sufficient proof that a child is unable to attend school) nor to any child excepted for good cause by the school district in which the child resides, except that in the case of high school attendance, if the district in which the child resides does not operate a high school, nor to any child who has completed the full year high school course.

- D. Instruction during the required period elsewhere than at school may be substituted for school attendance. Such instruction must be approved by the State Superintendent as substantially equivalent to private schools where the child resides.

ADOPTION DATE: January 11, 1999

REVISION DATE(S): May 9, 2005; June 25, 2018; February 11, 2019

REVIEW DATE(S): December 6, 2018; December 6, 2023

CROSS-REFERENCE: 431 Attendance

LEGAL REFERENCE: 118.15 Wisconsin Statutes

Updated re-admittance procedures for unexcused and truancy sections