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SCHOOL DISTRICT OF CORNELL NONDISCRIMINATION NOTICE

The Cornell School District does not discriminate against pupils on the basis of gender, race, national origin, ancestry, creed, pregnancy, marital status, gender orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, gender, disability or religion.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. SHEET 1 OF 1 FILE NO. 1.01
DATE OF ISSUE: Apr. 21, 1982 July 22, 2024
Nov. 28, 1984
July 21, 1997

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SUBJECT: LEGAL COMPLIANCE - Nondiscrimination & 504 (Handicap) Complaint Procedure

In compliance with the Executive Order 11246: Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age of Discrimination Act of 1975 and all other Federal, State, School rules, laws, regulations and policies, the SCHOOL DISTRICT OF CORNELL shall not discriminate on the basis of gender, age, race, color, national origin, religion or disability in the educational programs or activities which it operates and in employment.

All students attending the Cornell School District may participate in education programs and activities, including but not limited to health, physical education, music and vocational and technical education (trades & industrial education, business & office education, etc.), regardless of race, color, national origin, religion, age, handicap or gender.

SECTION 504 COMPLAINT PROCEDURE

The Cornell School District, in compliance with Section 504 of the Rehabilitation Act of 1973 regarding discrimination against the handicapped adopted by the Department of Health and Human Services, publishes the following complaint procedures.

A complaint is defined as an alleged action prohibited under the Act identified above, and a complainant is a student or employee who submits a complaint.

STEP 1: The complainant must submit to the Section 504 Coordinator a signed, written, "Statement of Complaint". The "Statement of Complaint" shall name the complainant; shall state the facts giving rise to the complaint; shall identify all the provisions of the Rules and Regulations alleged to be violated; shall state the contention of the complainant with respect to those provisions; shall indicate the relief requested; and shall be signed by the complainant involved. The coordinator shall give the complainant an answer in writing no later than five (5) business days after receipt of the written complaint.

STEP 2: If the complaint is not resolved in Step 1 above, the complainant shall have the right to file said complaint with the Clerk of the Board within five (5) days of the response as provided in Step 1. The Board shall have thirty (30) days to render its decision, in writing, to the complainant.

Any complaint submitted under this procedure shall be filed at Step 1 within twenty (20) business days after the complainant became aware, or reasonably should have become aware, of the complaint. If the complaint is not served within that time, the complaint will not be considered. Failure by the complainant to appeal the complaint from Step 1 to Step 2 within the time limit provided shall also bar the complaint.

The Cornell School District's 504 Coordinator is:

Cornell School District
Paul M. Schley, Superintendent
111 S. 4th Street
Cornell, WI 54732
pmschley@cornell.k12.wi.us
715-861-6970

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SUBJECT: Title IX - Nondiscrimination

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Nondiscrimination, Notice of Nondiscrimination, and Grievance Procedures under 2024 Amendments to the U.S. Department of Education's Title IX Regulations.

Nondiscrimination

The Cornell School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Notice of Nondiscrimination

The Cornell School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Cornell School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Cornell School District's Title IX Coordinator is:

Cornell School District
Paul M. Schley, Superintendent
111 S. 4th Street
Cornell, WI 54732
pmschley@cornell.k12.wi.us
715-861-6970

The Cornell School District's nondiscrimination policy and grievance procedures can be located at www.cornell.k12.wi.us

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to www.cornell.k12.wi.us

Complaints may also be filed with the Office for Civil Rights:

Office for Civil Rights - Region V
300 S. Wacker Drive
8th Floor
Chicago, IL. 60606
312-353-2520

Shortened Publication Notice

The Cornell School District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at www.cornell.k12.wi.us

Grievance Procedures for Complaints of Sex Discrimination

The Cornell School District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Complaints:

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Cornell School District investigate and make a determination about alleged discrimination under Title IX:

- A "complainant," which includes:
- A student or employee of the Cornell School District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- A person other than a student or employee of the Cornell School District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the Cornell School District's education program or activity;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or the Cornell School District Title IX Coordinator.

Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 C.F.R. § 106.44(f)(1)(v).

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student or employee the Cornell School District; or
- Any person other than a student or employee who was participating or attempting to participate in the Cornell School District's education program or activity at the time of the alleged sex discrimination.

The Cornell School District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Informal Procedure:

Any person believing to have a valid basis for complaint shall discuss the concern with the Title IX Coordinator, who shall in turn investigate the complaint and reply to the complaint in writing within five (5) business days. If this reply is not acceptable to the complainant, they may initiate the Formal Grievance Procedure.

Requirements of Title IX Formal Grievance Procedures:

The Cornell School District will treat complainants and respondents equitably.

The Cornell School District requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

The Cornell School District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The Cornell School District has established the following timeframes for the major stages of the grievance procedures:

STEP 1: A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the Title IX Coordinator within five (5) business days of receipt of the written reply to the informal complaint. The Coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within five (5) business days.

STEP 2: If the complainant wishes to appeal the decision of the Title IX Coordinator, they may appeal through a signed, written statement to the Board of Education within five (5) business days of his/her receipt of the Coordinator's response in Step 1. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within fifteen (15) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Secretary to each concerned party within ten (10) business days of this meeting.

STEP 3: If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights.

The Cornell School District has also established the following process that allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay: The Title IX Coordinator will contact both parties in writing by the initial deadline describing why, and how much additional time will be needed to complete the process.

The Cornell School District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

The Cornell School District will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the Cornell School District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Cornell School District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the

complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Cornell School District's Title IX grievance procedures, the Cornell School District will notify the parties of the following:

- The Cornell School District's Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Cornell School District provides a description of the evidence: The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the Cornell School District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the Cornell School District will notify the parties of the additional allegations.

Dismissal of a Complaint:

The Cornell School District may dismiss a complaint of sex discrimination if:

- The Cornell School District is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Cornell School District's education program or activity and is not employed by the Cornell School District;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Cornell School District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Cornell School District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Cornell School District will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Cornell School District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Cornell School District will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The Cornell School District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Cornell School District will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Cornell School District will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decision maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Cornell School District will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and

- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the Cornell School District's education program or activity.

Investigation:

The Cornell School District will provide for adequate, reliable, and impartial investigation of complaints.

- The burden is on the Cornell School District – not on the parties – to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.
- The Cornell School District will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.
- The Cornell School District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- The Cornell School District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:
- The Cornell School District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the Cornell School District provides a description of the evidence: The Cornell School District will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- The Cornell School District will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- The Cornell School District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

The Cornell School District will provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The Title IX Coordinator will have access to all parties within or outside of school in order to accomplish this.

Determination Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Cornell School District will:

- Use the preponderance of the evidence or, if applicable, clear and convincing standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - Coordinate the provision and implementation of remedies to a complainant and other people the Cornell School District identifies as having had equal access to the Cornell School District's education program or activity limited or denied by sex discrimination;
 - Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Cornell School District's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Informal Resolution:

In lieu of resolving a complaint through the Cornell School District's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The Cornell School District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Supportive Measures:

The Cornell School District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the Cornell School District's education program or activity or provide support during the Cornell School District's Title IX grievance procedures or during the informal resolution process. For complaints of sex-based harassment, these supportive measures may include social distancing between the parties and support sessions with appropriate personnel.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the Cornell School District may impose disciplinary sanctions, which may include detentions, suspensions and/or expulsions. The Cornell School District may also provide remedies, which may include letters of reprimand, days without pay and/or termination.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 111.36, SHEET 1 OF 1 FILE NO. 1.012
118.13, 118.20
Title VII, Title IX
DATE OF ISSUE: Apr. 14, 1992
July 21, 1997

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SUBJECT: SEXUAL HARASSMENT

The School Board of the Cornell School District acknowledges all regulations, requirements and responsibilities defined by the Equal Employment Opportunities Commission (EEOC) regarding sexual harassment. Guidelines published by the EEOC, the governmental agency responsible for administering laws relating to employment discrimination, hold that sexual harassment in the workplace is unlawful. Sexual harassment is defined for the purpose of this policy as:

- A. Unwelcome or unwanted sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any similar physical contact which is considered unacceptable by another individual.
- B. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
- C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendos or actions that offend others.
- D. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
- E. Creating an environment that is intimidating, hostile or offensive because of unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts or attentions.
- F. Creating an environment that is intimidating, hostile or offensive because of the existence at the school site of sexually oriented materials including, but not limited to, photographs and posters.

In keeping with our commitment to Equal Employment Opportunity, the School District of Cornell will not tolerate such unlawful behavior by anyone - supervisors, Board members, employees or visitors. In keeping with our commitment to Pupil Nondiscrimination the School District of Cornell will not tolerate such behavior by students.

If students or employees feel that they are the victims of any of the above described behavior, they are urged to file a complaint in accordance with procedures established for dealing with discrimination.

Cross Ref.: Discrimination Complaint Procedures

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.
948.03; 948.51

Sheet 1 OF 1

FILE NO. 1.013

DATE OF ISSUE: May 20, 2002

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SUBJECT: HAZING

The Cornell School District is committed to creating an environment that treats all people involved with the school with dignity, respect, tolerance and cooperation throughout the district. The district will not tolerate activities that include initiations, hazing, intimidation or gang related in the school buildings, on school property, on school busses or at any school sponsored activity.

This involves students, school employees or anyone participating in any and all school programs in any manner. Such behavior is harmful to the educational process, school environment and interferes with the mission of the district.

All school employees have the responsibility of reporting any actions. The school administration is responsible for investigating reports and taking the appropriate disciplinary action as a result of the investigation.

Any person, who upon investigation, is determined to have engaged in any of the actions stated in paragraph one will be disciplined appropriately. This may include the reporting of the action to the law enforcement, suspension from extra-curricular activities for a period of time/permanently (as a spectator or participant), suspension, (in-school/out-of-school), or expulsion.

School employees and students may organize worthwhile activities during the school year. These activities are to enhance the positive aspect of what the school stands for. These activities will be cleared through the administration/designee prior to them happening.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.73 (1)(b) SHEET 1 OF 1 FILE NO. 1.02
DATE OF ISSUE: Jan. 14, 1976
Apr. 16, 1980
May 21, 1980
July 21, 1997
Apr. 23, 2007
November 19, 2007

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SUBJECT: ORGANIZATION

The Board of Education of the Cornell School District shall consist of 5 members. The annual organizational meeting of the Board shall be held at the regular meeting on the 4th Monday in April. The Board shall elect a President, Vice President, Clerk, and a Treasurer who shall hold their office for one year.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.06
DATE OF ISSUE: Jan. 14, 1976
July 21, 1997

SHEET 1 OF 1

FILE NO. 1.03

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SUBJECT: ELECTION OF SCHOOL BOARD MEMBERS

The school board shall be elected at the spring election. All board members shall be electors of the school district and shall be elected at large by a plurality vote of the electors of the school district. The regular term of school board members shall be 3 years. All members shall hold office until their successors have been elected and qualified. School board members elected for regular or unexpired terms shall take office, provided they have taken and filed the official oath, on the 4th Monday in April.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.06(10) SHEET 1 OF 1 FILE NO. 1.04
DATE OF ISSUE: Jan. 14, 1976
Oct. 19, 1988

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SUBJECT: OFFICIAL OATH

Within 8 days after the election or appointment of any person to the school board, the school district clerk shall notify the person of his or her election or appointment. Notice of election shall be provided in the manner prescribed in S.7.53(3). On or prior to the day provided for taking office, a school board member shall take and file the official oath.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: WIS. STATS. §120.11, SHEET 1 OF 2
 §19.83, §19.84, §19.85
DATE OF ISSUE: Jan. 14, 1976 May 25, 2015
 Oct. 19, 1988 June 16, 2008
 Jan. 17, 1990 June 26, 2017
 July 21, 1997 April 27, 2020
 Sept. 15, 1997 Nov. 18, 2002
 March 15, 1999 October 23, 2023
 Feb. 20, 2006

FILE NO. 1.05

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SUBJECT: MEETINGS

AGENDA

The Board shall transact all business at a legal meeting of the Board of Education. The following shall be the order of business at a regular meeting but may be changed by consent of all the members present.

- Call to Order
- Roll Call
- Pledge of Allegiance
- Public Comments on Agenda Items Only
- Communications
- Reports
 - Student Council
 - Administrative
 - Board
- Consent Items
- Business
- Adjournment

CLOSED §19.85(1)

No motion to hold a closed session or to adjourn an open session into a closed session shall be adopted unless the chief presiding officer announces to those present at the meeting at which such a motion is moved the general nature of the business to be considered at such closed session, and no other business shall be taken up at such closed session.

The Cornell Board of Education will convene in closed session only for those purposes as described under the Wis. Statutes §19.85 (1).

MINUTES §120.11(4)

Minutes of the proceedings of the Board shall be prepared by the Clerk. The minutes of the preceding meeting shall be approved by the Board as the first act of the next regular meeting.

Publishing of the minutes shall be made in the legal newspaper within 45 days following the meeting. The official school newspaper is the Courier Sentinel.

The official minutes shall be kept in the office of the Superintendent of Schools, and all records of the Board shall be available to citizens for inspection.

PUBLIC NOTICE OF MEETINGS §19.84

(Must be posted in one place, electronically and to news media if requested)

Notice of all regular and special meetings of the Cornell Board of Education will be posted in the offices of the Courier Sentinel, Cornell City Hall, Cornell Post Office, Northwestern Bank and KJ's Fresh Market at least two hours preceding the meetings. Each notice will include the date, place and agenda of the meeting.

QUORUM §120.11(1)

A majority (3) of the Board members shall constitute a quorum for transacting official business of the District.

Board Members may attend meetings and vote via remote access only as long as the member(s) and audience can hear and be heard by those in attendance.

REGULAR §120.11(1)

Regular meetings are held on the fourth Monday of each month, or the third Monday if the fourth is a Holiday. All meetings will start at 5:00 p.m. All members must be legally notified of any change in the time or place of regular meetings as well as time and place for special meetings of the Board. All meetings are held in the Cornell Elementary School Conference Room. If there are more than 50 people present, the meeting will be moved to the Elementary Commons unless an event is being held in the Elementary gym. The meeting will then be moved to the MS/HS Commons.

RULES OF ORDER

The rules of parliamentary procedure comprised of "Roberts Rules of Order" shall govern the Board in its deliberations. Rules may be amended at any meeting by a majority vote.

Questions relating to the conduct and qualifications of teachers and other employees shall be considered in executive session only and shall not be reported outside of executive session. However, if a matter relating to these issues is voted on in executive session, the outcome of this vote must be reported as part of public record. All voting results are part of the public record.

All rules and regulations of the Board shall remain in effect until the Board has, by a majority vote, indicated a change.

SPECIAL §120.11(2)

A special school board meeting shall be held upon the written request of any school board member. The request shall be filed with the school district clerk or, in his/her absence, the school district president who shall notify each school board member of the time and place of the special board meeting in a manner likely to give the school board member notice of the meeting at least 24 hours before such meeting.

ANNUAL §120.11(3)

Before the annual meeting, the school board shall examine the accounts of the school district treasurer and prepare a full, itemized written report which shall be presented and read at the annual meeting. The report shall state all receipts and expenditures of the school district since the last annual meeting, the current cash balance of the school district, the amount of the deficit and the bills payable of the school district, the amount necessary to be raised by taxation for the support of the schools of the school district for the ensuing year and the amount required to pay the interest and principal of any debt due during the ensuing year. The report also shall include the budget summary required under §65.90. The school district clerk shall copy the report, with the action taken thereon, and all other proceedings of the annual meeting in full in the school district record book.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

SHEET 1 OF 1 FILE NO. 1.055

DATE OF ISSUE: December 18, 2017

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SUBJECT: BOARD MEMBER AUTHORITY/CONDUCT/ETHICS

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The Board of Education can transact business which is legally binding on the district only when it is in regular session with a quorum present and its proceedings recorded in the minutes of the meeting. Individual members have status as board members only when acting formally as member of the board while a duly called meeting is in session, or when specifically entrusted by the board to carry out definite assignments.

The Board of Education considers its members to be trustees of public education and will do its best to protect, conserve and advance it, giving to the children of the community the educational opportunities that are as complete and adequate as it is possible to provide.

Board of Education members should:

1. Attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
2. Recognize the primary function of the board is to establish the policies for which the district is to be administered. It shall delegate authority for administration of the district to the district administrator.
3. Listen, respect the opinions of others, and recognize the integrity of their predecessors.
4. Be motivated only by an earnest desire to serve the school district and the children of the community in the best way possible and not use the district or any part of its programs for their own personal advantage or for the advantage of their friends or supporters.
5. Expect to spend more time on educational programs and procedures than on business details.
6. Recognize that authority rests with the board in legal session, and not with individual members of the board, except as authorized by law.
7. Remain independent, impartial, and fair in judgement and actions pledging fair and equal treatment of all persons, claims, and transactions coming before the board.
8. Make no disparaging remarks, in or out of the board meetings, about the other members of the board or their opinions.
9. Express honest, thoughtful opinions frankly and openly in board meetings, in an effort to have all discussion in the best interest of the children of the district.
10. Ensure all public deliberations and processes are conducted openly, unless legally confidential, in an atmosphere of respect and civility.
11. Conform to majority rule and promote implementation once a decision has been made.
12. Respect the confidentiality of information that is privileged under applicable laws and take no private action that will compromise the board, administrators, staff or students.
13. Endeavor to keep informed on all local, state, and national educational developments of significance so that they become better board members.
14. Promote effective board service by maintaining a professional decorum, maintaining a sense of humor and seeking first to understand and then to be understood.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.15
DATE OF ISSUE: Jan. 14, 1976
Oct. 8, 2002

SHEET 1 OF 1

FILE No. 1.06

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SUBJECT: PRESIDENT'S DUTIES

The President shall have the following responsibilities:

- a) Preside over all meetings of the Board when available.
- b) Decide all questions of order, subject to an appeal by any board member.
- c) Sign all necessary orders and documents on behalf of the Board of Education as required by law.
- d) Represent the District in all actions.
- e) Appoint all special committees and shall serve as an ex-officio member on all committees.
- f) Confer with the Superintendent as may be necessary and desirable regarding school and related matters.
- g) Call special meetings of the Board providing legal notice is given to all members.
- h) Be entitled to have his/her vote counted on every issue before the Board. He/she may also move motions and second motions made by another member.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.17
DATE OF ISSUE: Jan. 14, 1976
Oct. 19, 1988
July 21, 1997

SHEET 1 OF 1

FILE NO. 1.07

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SUBJECT: CLERK'S DUTIES

The Clerk shall have the following responsibilities:

- a) Report the name and post office address of each officer of the school district, within 10 days after the election or appointment of the officer, to the clerk and treasurer of each municipality having territory within the school district.
- b) Shall record the proceedings of annual or special meetings.
- c) Shall keep the school board's minutes of its meetings, orders, resolutions and other proceedings in records as provided for that purpose.
- d) Shall publish such proceedings of the Board as may be determined by the Board consistent with the law requiring official publication.
- e) Shall have the authority to administer the oath of office to school board members.
- f) Shall sign all documents and orders requiring his/her signature.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 120.16
DATE OF ISSUE: Jan. 14, 1976
Oct. 19, 1988
July 21, 1997

SHEET 1 OF 1

FILE NO. 1.08

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SUBJECT: TREASURER'S DUTIES

The Treasurer shall have the following responsibilities:

- a) Together with the Superintendent he/she shall receive and deposit in the official depository all monies due and received by the Cornell School District.
- b) Together with the Superintendent he/she shall keep a record of all orders drawn on the treasury, and account to the Board at each regular meeting the status of the district treasury.
- c) Together with the Superintendent, he/she shall be responsible for a detailed account of all business of the Board and prepare an annual report of receipts and expenditures.
- d) Shall sign all orders drawn on the treasury.
- e) Shall sign all documents requiring his/her signature.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. SStats.

SHEET 1 OF 1

FILE NO. 1.09

DATE ISSUED: Jan. 14, 1976
Oct. 8, 2002

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SUBJECT: VOTING PROCEDURE

Every member must vote on all matters unless he/she is excused by the chair or is required to abstain because of conflict of interest. On request of any member, the President calls the roll, and the Secretary records votes for or against a question. Votes will be by roll call on all matters involving expenditure of funds. At the request of any Board member, voting may be accomplished by a simultaneously written, signed ballot.

REFER TO: Wis. Stats. §19.85 SHEET 1 OF 1 FILE NO. 1.10
DATE ISSUED: Jan. 14, 1976
 Oct. 19, 1988

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SUBJECT: CLOSED MEETINGS

Any meeting of a governmental body, upon motion duly moved and carried, may be convened in closed session under one or more of the exemptions provided in this section. The motion shall be carried by a majority vote in such manner that the vote of each member is ascertained and recorded in the minutes. No motion to convene in closed session may be adopted unless the chief presiding officer announces to those present at the meeting at which such motion is moved, that the nature of the business to be considered at such closed session, and the specific exemption or exemptions under this subsection by which such closed session is claimed to be authorized. Such an announcement shall become part of the record of the meeting.

- a) Deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before that governmental body.
- b) Considering dismissal, demotion, licensing or discipline by the board or the investigation of charges against such person, and the taking of formal action on any such matter, provided that the faculty member or other public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken.
- c) Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
- d) Considering specific applications of probation or parole or considering strategy for crime detection or prevention.
- e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.
- f) Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation or charges against specific persons except where par.(b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.
- g) Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategies to be adopted by the body with respect to litigation in which it is or is likely to become involved.
- h) Consideration of requests for confidential written advice from the ethics board under S.19.46(2), or from any local government ethics board.
- i) Considering any and all matters related to acts by businesses under S.560.15 which, if discussed in public, could adversely affect the business, its employees or former employees.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.15 SHEET 1 OF 2 FILE NO. 1.11
19.81, 19.85

DATE OF ISSUE:
July 21, 1997
June 18, 2007

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SUBJECT: PUBLIC COMMENT AT BOARD MEETINGS

The Cornell Board of Education, as the representative body of the district, wishes to provide an opportunity for citizens to express their interests in and concerns for their schools. Accordingly, the public is cordially invited to attend any of the regular or special sessions of the Board, excepting Executive Sessions.

Meetings of the Board are conducted for the purpose of carrying on the business of the schools, and therefore, are not public meetings, but meetings held in public.

Recognizing its responsibility for proper governance of the school and therefore the need to conduct its business in an orderly and efficient manner, the Board shall schedule a period during each meeting for public comment. The time allowed for public comment will be no more than ½ hour and no person will be able to speak for more than 3 minutes. Questions proposed during public comment will not be answered. Individuals should follow the process of getting information to the School Board as outlined below.

The Board president shall be responsible for recognizing all speakers, who shall properly identify themselves, and for maintaining proper order and obtaining adherence to the time limit set. A speaker must be recognized before directing any comment to the board.

Comments at a regular meeting must deal with a topic related to the Board's agenda at that meeting. Comments at a special meeting must also be related to the agenda of that meeting.

In order that the Board may fairly and adequately discharge its overall responsibility, citizens who wish to make requests or proposals to the Board will be required to direct these to the District Administrator, who will deal with them directly if possible, or see that they become part of the Board's advance agenda. The intent of this rule is:

1. To allow everyone who wishes it, a fair and adequate hearing
2. To allow the District Administrator to take direct action, or to recommend action to the Board, when policies have already been established by the Board.
3. To minimize the possibility of the Board making ill-advised, illegal, or improper rulings due to hasty action in the absence of adequate information and study, especially when a policy does not exist, a change in policy is proposed, or an exception to policy is specifically requested.

Members of the public will not be recognized by the president as the Board conducts its official business except when the Board schedules in advance an interim public discussion on a particular agenda item.

PROCESS OF GETTING INFORMATION TO SCHOOL BOARD

1. Students:

- A. Information is brought to the Student Council for consideration.
- B. The Student Council brings information to Principal for discussion.
- C. The Student Council brings information to Staff for discussion.
- D. Student Council brings information to Superintendent for discussion/to be placed on a School Board agenda.
- E. Superintendent may ask for more staff input prior to being placed on agenda and also turn down requests to be on an agenda.
- F. The School Board can turn down request for agenda, ask for more information, and vote on item.
- G. Process finished after School Board decision.
- H. At any time the students may choose not to move the item on to the next level.
If this is done, item is considered solved for the school year.
- I. On steps B, C and E the students may appeal to the next level if they feel it is necessary.

2. Parent:

A. Teacher Based:

1. Information is brought to the teacher for discussion.
2. Information is brought to Principal for discussion/may appeal to next level.
3. Information is brought to Superintendent for discussion/placed on agenda/may appeal to the School Board if necessary.
4. Information is brought to the School Board for discussion. School Board can turn down request, ask for more information, vote on item. Discussion and decisions are usually made in closed session.

B. School Based:

1. Information is brought to Principal for discussion/may appeal to the next level.
2. Information is brought to Superintendent for discussion/placed on agenda/
may appeal to the School Board if necessary.

3. Information is brought to the School Board for discussion. School Board can turn down request, ask for more information, and vote on item. If it involves a student or employee, discussion and decisions are usually made in closed session.

C. At any time in either A or B a parent can choose not to move the item on to the next level. If this is done, the item is considered solved.

3. Staff:

A. Contract: Grievance procedure.

B. Other:

1. Information is brought to Principal for discussion/may appeal to next level.
2. Information is brought to Superintendent for discussion/placed on agenda/may appeal to the School Board if necessary.
3. Information is brought to the School Board for discussion. School Board can turn down request, ask for more information, and vote on item.

C. At any time the staff can choose not to move the item on to the next level. If this is done, the item is considered solved.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §17.03, §17.26 SHEET 1 OF 1 FILE NO. 1.12
DATE OF ISSUE: Jan. 14, 1976
Oct. 19, 1988
June 17, 1996
July 21, 1997
September 22, 2014
December 28, 2015

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SUBJECT: VACANCIES

The offices of a Board member shall become vacant immediately upon the occurrence of anyone (1) of the following events.

- A. The death of the incumbent or the incumbent's being found mentally incompetent by the proper court.
- B. The incumbent's resignation.
- C. The incumbent's removal from office.
- D. The incumbent's conviction of a felony or imprisonment for one or more years.
- E. The incumbent's election or appointment being declared void by a competent tribunal.
- F. The incumbent's neglect or failure to file the oath of office or to give or renew an official bond, if required.
- G. The incumbent's ceasing to possess the legal qualifications for holding office.
- H. The incumbent's moving his/her residence out of the district.

A vacancy on the Board will be filled by appointment by the remaining members at any legal meeting. Such appointee shall hold office until a successor is elected and takes office under State Statute §17.26 (1).

In a common, union high or unified school district, by appointment by the remaining members. Each appointee shall hold office until a successor is elected and takes office under §120.06(4) or §120.42(2). When a vacancy occurs in the office of a board member who is in the last year of his or her term, or when a vacancy occurs after the spring election but on or before the last Tuesday in November in the office of a board member who is not in the last year of his or her term, the successor shall be elected at the next spring election. When a vacancy occurs after the last Tuesday in November and on or before the date of the next spring election in the office of a board member who is not in the last year of his or her term, the successor shall be elected at the 2nd following spring election.

If a majority of the Board is still seated, the vacancy shall be filled by the Board using the following procedure:

- A. The Board shall seek qualified and interested candidates from the community through the news media, word of mouth, and contacts with appropriate organizations.
- B. All applicants are to submit a notice of their interest, in writing, to the Superintendent.
- C. The board may interview all interested candidates to ascertain their qualifications.
- D. Appointments by the Board to fill a vacancy shall be by a majority vote of the existing.
- E. If there is a split vote which results in no one receiving a majority vote to be appointed within 60 days of the vacancy, the Board President shall appoint someone to the vacancy.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. §120.12
DATE ISSUED: Nov. 20, 1985

SHEET 1 OF 1

FILE NO. 1.13

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SUBJECT: POLICY ADOPTION

The adoption of Board policies shall take the following sequence and require a minimum of two regular or special meetings of the Board:

1. Placement on the Board meeting agenda and distribution of proposed new or revised policies as an item of information in the Board packet.
2. Discussion after the first reading with opportunity offered to concerned groups or individuals to react to policy proposals.
3. Redrafting, if so directed as a result of the first reading, placement on the next Board meeting agenda, and distribution as item of information in the Board packet.
4. Action taken by the Board after the second reading.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Board so directs.

Policies and revision to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adoption resolution. If necessary, the administrative regulations needed to implement the adopted policy will be defined or revised to conform with Board action.

On matters of unusual urgency, the Board may waive the two-reading requirement and take immediate action to adopt or revise existing policy.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.
DATE OF ISSUE: Oct. 17, 1979
July 21, 1997
September 22, 2014
June 27, 2016

SHEET 1 OF 1 FILE NO. 1.17

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SUBJECT: DISPOSAL OF EQUIPMENT

Items with an estimated value of less than \$100 can be sold by the Superintendent of Schools based on his/her judgment as to price.

Items with an estimated value of more than \$100 will be sold through the Wisconsin Surplus Online Auction. Notice that items are being sold will be communicated on the district web page and the district Facebook page. The School Board will be informed of the prices received on items sold on the Wisconsin Surplus Online Auction.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. SHEET 1 OF 1 FILE NO. 1.20
DATE OF ISSUE: Jan. 27, 2003
 Aug. 18, 2003
 Oct. 15, 2007

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SUBJECT: EMPLOYEE SALARY PUBLICATION

The District shall keep the public informed of all school employees salaries
by publishing the following information on each employee:

 Name, credits, years of experience, hours/day,
 salary, health insurance/annuity, dental insurance,
 FICA, WRS, LTD, life insurance, extra-curricular pay,
 and total package.

This information shall be published in the Cornell School District Annual Report each year.

REFER TO:
DATE OF ISSUE: June 21, 2004

SHEET 1 OF 2 FILE NO. 1.21

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SUBJECT: DRUG AND ALCOHOL TESTING

Employees shall report to work free of and remain free of drugs, intoxicants, alcohol, narcotics, or any other controlled substance. Employees shall be informed of the established standards of conduct and the possible sanction for violations of this policy. Employees shall be disciplined, up to and including termination. The Board of Education prohibits the possession, consumption, manufacture, sale, distribution, dispensation, not being free of, abuse of any drugs, drug paraphernalia, narcotics, or any other controlled substance at any time. The School District also prohibits the possession, consumption, manufacture, sale, distribution, dispensation, not being free of, abuse of alcohol in the workplace. This policy does not apply to nicotine, caffeine, or the use of any other lawful product that does not impair the employee's ability to undertake adequately the responsibilities of the job. Such disciplinary action shall be done in accordance with state and federal law, and established procedures and provisions of the current employee agreements. Violations of this policy may also result in referral to law enforcement officials for prosecution under specific local, state or federal laws.

Because prescription drugs and medication can affect an individual's demeanor and job performance, it is the employee's responsibility to notify the District if he/she is taking prescription drugs or medication which can affect job performance. Such prescription drugs or medication shall be given under medical supervision, properly used pursuant to prescribed doses, and shall not interfere with the performance of job duties.

The District shall require an employee to undergo a drug and/or alcohol test when reasonable individualized suspicion exists to believe the employee is under the influence of drugs and/or alcohol. The employee shall be referred to the medical provider/collection site to deposit a sample of his/her specimen. Depending on the seriousness and circumstances, and at the District's sole discretion, an employee who tests positive for drugs and/or alcohol may be disciplined, up to and including termination, or may be referred to a counseling, rehabilitation, or an employee assistance program, pursuant to the District's health insurance plan or at employee expense. Refusal to cooperate in this program similarly may result in discipline, up to and including termination.

Reasonable Individualized Suspicion

Employees shall only be tested for drug and alcohol abuse when there is reasonable individualized suspicion to believe that the employee is under the influence of drugs and/or alcohol. Reasonable individualized suspicion means suspicion based upon specific observations concerning the appearance, behavior, speech or breath odor of the employee. Reasonable individualized suspicion shall also include work performance or attendance problems. Reasonable grounds for testing shall exist in circumstances involving the physical safety of employees, such as carelessness or unsafe operation of equipment or the commission of unsafe acts or practices, including and immediately following an industrial accident which caused, or reasonably may have caused, an injury resulting in lost time from work or in medical treatment.

Establishing Reasonable Individualized Suspicion

In the event reasonable individualized suspicion exists, the employee shall be questioned in private, meaning away from other employees or students. The District may require the employee to be taken to a medical provider/collection site designated by the District to provide urine and/or blood specimens for laboratory testing. The test is voluntary. An employee subject to testing in a situation of reasonable individualized suspicion shall be suspended with pay pending the results of the test.

Upon request, the employee shall sign a consent form authorizing the taking of a specimen of urine and/or blood to the medical provider/collection site and releasing the results of the laboratory testing to the District. The test and its results shall be held confidential and secured, and only those individuals who have a "need to know" shall be informed of the test results. The employee shall be entitled to the test results at the same time as the District.

The refusal by the employee to consent to the taking of urine and/or blood tests shall constitute a presumption of being under the influence of alcohol or drugs. The employee in this situation shall be subject to corrective action up to and including termination.

If discipline is considered based on the employee's behavior or appearance, the appropriate notice, except for emergencies and due process shall be afforded the employee. The employee's representative shall also be notified. Discipline, up to and including termination, may result, depending on the severity of the violation in relation to the circumstances of the situation.

Testing Procedures

The District recognizes that the chain of custody of specimens is essential to establishing either positive or negative results for a specific employee. The employee providing the specimen shall witness the sealing of the specimen in an approved container and shall initial the seal or label on the container. Failure of the employee to witness and initial shall conclusively establish that the specimen was not the

employee's and the results of a test performed on that specimen shall not be used against the employee to prove that the employee was under the influence of drugs and/or alcohol.

The medical provider/collection site shall use only state licensed laboratories for testing specimens. The laboratories used shall be able to perform all the required testing procedures under one roof to maintain chain of custody integrity. The tests to be performed on the specimens shall be the most reliable method of testing available, and shall be conducted pursuant to the testing laboratory's procedures. All specimens deemed positive by the laboratory shall be retained for identification purposes at the laboratory for a period of 365 days from the date of the test. Test results shall be deemed positive according to generally accepted levels followed by state/federal licensed laboratories or at levels established by law.

If an employee tests positive, he/she shall have the right, at the employee's expense, to have a sample of his specimen tested by another state licensed laboratory, using either the same test which produced a positive result or a more sophisticated test as appropriate. If the test proves negative, the District shall reimburse the employee for expenses incurred.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.
118.12, 946.10, 946.12, 946.13

SHEET 1 of 1

FILE NO. 1.23

DATE OF ISSUE: November 19, 2007

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SUBJECT: CONFLICT OF INTEREST POLICY

The Cornell School District Board of Education recognizes that conflicts of interest are to be avoided if the public's confidence in the School Board and the School District's operation as a whole, is to be maintained. The intent of this policy is to preclude the possibility that a Board Member or district employee may be placed in a situation where his/her personal interests may affect his/her judgment on matters relating to District operations. The following applies to School Board Members and School District employees:

No school Board member may be employed by the School District in any capacity.

No School Board Member or District employee shall participate in the making of a contract with the District, in either his/her private or official capacity, in which the Board Member or employee has a pecuniary interest, either direct or indirect, except as may be permitted by State Law.

If a School Board Member has a pecuniary interest, either direct or indirect, in a matter before the Board, the Board Member shall abstain from discussion, consideration, action or voting on the matter regardless of the monetary amount involved.

No School Board Member or district employee shall accept any gift or favors of any value that is intended to influence him/her in the discharge of his/her duties.

No School Board Member or District employee shall use confidential District information concerning the affairs of the School District for personal gain for him/herself or others.

If an administrator, School Board Member, or member of his/her immediate family has a financial interest in a School Board action, he/she shall not participate in the School Board consideration of the matter.

DATE OF ISSUE: Apr. 21, 2008

SUBJECT: SCHOOL DISTRICT FUNDS - CODE OF CONDUCT

"District Code of Conduct"

The District and its employees must, at all times, comply with all applicable laws and regulations. The District will not condone the activities of employees who achieve results through violation of the law or unethical dealings. This includes any payments for illegal acts, indirect contributions, rebates and bribery. The District does not permit any activity that fails to stand the closest possible public scrutiny.

All business conduct should be well above the minimum standards required by law. Accordingly, employees must ensure that their actions cannot be interpreted as being, in any way, in contravention of the laws and regulations governing the District's operations.

Employees uncertain about the application or interpretation of any legal requirements should refer the matter to their supervisor, who, if necessary, should seek the advice of legal counsel.

"Conflicts of Interest"

The District expects its employees will perform their duties conscientiously, honestly, and in accordance with the best interest of the District. Employees must not use their position, or the knowledge gained as a result of their position for private or personal advantage. If employees sense that a course of action may involve them in a conflict of interest with the District, they should immediately communicate all facts to their superior.

"Gifts, Entertainment, and Favors"

Employees must not accept entertainment, gifts, or personal favors that could, in any way, influence, or appear to influence, business decisions in favor of any person or organization with whom or with which the District has, or is likely to have, business dealings. Similarly, employees must not accept any other preferential treatment under these circumstances because their position with the District might be inclined to, or be perceived to, place them under obligation.

"Kickbacks and Secret Commissions"

Regarding the District's business activities, employees may not receive payment or compensation of any kind. In particular, the District strictly prohibits the acceptance of kickbacks and secret commissions from suppliers or others. Any breach of this rule may result in, but is not limited to, reprimand, prosecution, and termination.

"Districts Funds and Other Assets"

Employees who have access to District funds in any form must follow the prescribed procedures for recording, handling, and protecting money. The District imposes strict standards to prevent fraud and dishonesty. If employees become aware of any evidence of fraud or dishonesty, they should immediately advise their superior for further investigation.

When an employee's position requires spending District funds or incurring any reimbursable personal expenses, that individual must use good judgment on the District's behalf to ensure that good value is received for every expenditure.

The Districts funds and all other assets of the District are for District purposes only and not for personal benefit. This includes the personal use of the District's assets.

The District's books and records must reflect in an accurate and timely manner all District transactions. The employees responsible for accounting and recordkeeping must fully disclose and record all assets, liabilities, or both, and must exercise diligence in enforcing these requirements.

Employees must not make or engage in any false record or communication of any kind, whether internal or external, which includes but is not limited to false expenses, attendance, production, financial, or similar reports and statements.

Cross Ref: AICPA (American Institute of Certified Public Accountants)
"Management Antifraud Programs & Controls"

DATE OF ISSUE: August 22, 2012

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SUBJECT: FUND BALANCE

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I. PURPOSE

This Fund Balance Policy establishes the procedures for reporting unrestricted fund balance in the General Fund financial statements. Certain commitments and assignments of fund balance will help ensure that there will be adequate financial resources to protect the District against unforeseen circumstances and events such as revenue shortfalls and unanticipated expenditures.

II. GENERAL POLICY

Fund balance is essentially the difference between the assets and liabilities reported in a governmental fund. There are five separate components of fund balance, each of which identifies the extent to which the District is bound to honor constraints on the specific purpose for which the amounts can be spent.

- Non-spendable fund balance (inherently non-spendable)
- Restricted fund balance (externally enforceable limitations on use)
- Committed fund balance (self-imposed limitations on use)
- Assigned fund balance (limitation resulting from intended use)
- Unassigned fund balance (residual net resources)

The first two components listed above are not addressed in this policy due to the nature of their restrictions. An example of non-spendable fund balance is inventory. Restricted fund balance is either imposed by law or constrained by grantors, constrained by grantors, contributors, or laws or regulations of other governments. This policy is focused on the financial reporting of unrestricted fund balance, or the last three components listed above. These three components are further defined below.

III. PROVISIONS

Committed Fund Balance

The Board may commit fund balance for specific purposes pursuant to constraints imposed by formal actions taken, such as a majority vote or resolution. These committed amounts cannot be used for any other purpose unless the Board removes or changes the specific use through the same type of formal action taken to establish the commitment.

IV. ASSIGNED FUND BALANCE

Amounts that are constrained by the District's intent to be used for specific purposes, but are neither restricted nor committed, should be reported as assigned fund balance.

V. UNASSIGNED FUND BALANCE

These are residual positive net resources of the general fund in excess of what can properly be classified in one of the other four categories. There are some reserves that do not meet the requirements of the four mentioned components of fund balance. For financial statement reporting purposes these reserves are included in unassigned fund balance.

This policy is in place to provide a measure of protection for the District against unforeseen circumstances and to comply with GASB Statement No. 54. No other policy or procedure supersedes the authority and provisions of this policy.

DATE OF ISSUE: June 22, 2020

SUBJECT: FEDERAL FUNDS MANAGEMENT

The Superintendent shall review new Federal education legislation and prepare proposals for programs s/he deems would be of aid to the students of this District.

The Board regards the use of Federal funds as a matter of public trust. All Federal funds received by the District will be used in accordance with the applicable Federal regulations and guidelines. The Superintendent shall ensure that each draw of Federal monies is appropriately related to program expenditures.

FINANCIAL MANAGEMENT

The financial management of grant funds shall be in compliance with all applicable Federal, State, local and grantor rules, regulations, and assurances as well as District policies and administrative guidelines.

The Superintendent or designee shall provide for the following:

- A. Identification, in District accounts, of all grant awards received and expended and the programs under which they were received. For Federal programs and awards, identification shall include the Catalog of Federal Domestic Assistance (CFDA) title and number, Federal award identification number and year, name of the Federal agency and name of the pass-through entity, as applicable.
- B. Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements of the grant.
- C. Records that identify adequately the source and application of funds provided for Federally funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest and be supported by source documentation.
- D. Effective control over and accountability for all funds, property, and other assets.

The District must adequately safeguard all assets and assure that they are used solely for authorized purposes. Further, the District must:

1. establish and maintain effective internal control over the Federal award that provides reasonable assurance that the District is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award;
 2. comply with Federal statutes, regulations and the terms and conditions of the Federal award;
 3. evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of the Federal award;
 4. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
 5. take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and obligations of confidentiality.
- E. Comparison of expenditures with budget amounts for each Federal award.
- F. Recordkeeping and written procedures to the extent required by Federal, State, local and grantor rules and regulations pertaining to the grant award and accountability, including, but not limited to the following areas:
1. cash management
 2. allowability
 3. conflict of interest
 4. procurement
 5. conducting technical evaluations of proposals and selecting recipients
 6. equipment management
 7. compensation and fringe benefits
 8. travel
- G. Disclosure of any potential conflict of interest and all mandatory violation disclosures potentially affecting the Federal award/grant to the Federal awarding agency or pass-through agency in accordance with applicable Federal policy.
- H. Insurance coverage for real property and equipment, if applicable, equivalent to such property owned by the District.

COST PRINCIPLES

The Superintendent or designee is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with the associated agreements/assurances, program objectives, and the specific terms and conditions of the grant award.

Costs may be allowable to a specific grant award if the cost is necessary and reasonable for the performance of the grant program initiative, is in accordance with generally accepted accounting principles (GAAP), and is allocable to the grant award if the goods or services involved are charged in accordance with relative benefits accrued to the initiative. A cost is reasonable if it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the purchasing decision is made.

PROGRAM INCOME

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the Federal award during the grant's period of performance.

It includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal statutes, regulations or the terms and conditions of the Federal award, program income does not include rebates, credits, discounts and interest earned on any of them. Additionally, taxes, special assessments, levies, fines and other such revenues raised by a recipient are not program income unless the revenues are specifically identified in the Federal award or Federal awarding agency regulations as program income. Finally, proceeds from the sale of real property, equipment or supplies are not program income.

Unless it has received prior approval to use a different method or the terms and conditions of the grant authorize a different method, the District uses the deduction method of accounting for program income. Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the Federal awarding agency or pass-through entity.

INTERNAL CONTROLS

The Superintendent or designee shall establish and maintain effective internal controls over District funds and Federal/State awards that provide reasonable assurance that the District is managing all funds in compliance with applicable statutes, regulations and the terms and conditions of the awards. The District will have a process that provides reasonable assurance regarding the achievement of the following objectives:

- A. effectiveness and efficiency of operations
- B. reliability of reporting for internal and external use
- C. compliance with applicable laws and regulations

The internal controls must provide reasonable assurance that transactions are properly recorded and accounted for in order to permit the preparation of reliable financial statements and Federal/State reports; maintain accountability over assets; and demonstrate compliance with statutes, regulations, and the terms and conditions of the awards. The internal controls must also provide reasonable assurance that these transactions are executed in compliance with statutes, regulations, and the terms and conditions of the awards that could have a direct and material effect on an award, as well as any other statutes and regulations that are identified in the grant compliance requirement. Finally, the District's internal controls must provide reasonable assurance that all funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. The District shall:

- A. comply with statutes, regulations, and the terms and conditions of the Federal/State awards;
- B. evaluate and monitor its compliance with statutes, regulations, and the terms and conditions of the award;
- C. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- D. take reasonable measures to safeguard protected "personally identifiable information" (PII) and other information the awarding agency or pass-through entity designates as sensitive or the District considers sensitive consistent with applicable Federal, state, local, and District policies regarding privacy and obligations of confidentiality.

PII is defined at 2 C.F.R. Section 200.79 as "information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual."

CASH MANAGEMENT OF GRANTS

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the Department of Public Instruction (pass-through entity) and disbursement by

the District, regardless of whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the grantor agency or pass-through entity to request payment. The District shall request grant funds payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent or designee is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used. When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation, and expenditure of funds.
- E. Advance payments will be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest-bearing accounts unless the following apply:
 1. The District receives less than \$120,000 in Federal awards per year.
 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 4. A foreign government or banking system prohibits or precludes interest-bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds. Pertinent details include the Payee Account Number (PAN) if the payment originated from PMS, or Agency information if the payment originated from ASAP, NSF or another Federal agency payment system.

COST PRINCIPLES - SPENDING FEDERAL FUNDS

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

COST PRINCIPLES

Except where otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

- A. Be necessary and reasonable for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles. To determine whether a cost is reasonable, consideration shall be given to:
 1. Whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 2. The restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, Federal, State, local, tribal and other laws and regulations;
 3. Market prices for comparable goods or services for the geographic area;
 4. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities;
 5. Whether the cost does not represent any significant deviation from the established practices or Board policy which may increase the expense.

Whether an expenditure is necessary is determined based on the needs of the program. The expenditure must be necessary to achieve an important program objective and it must be established that the expenditure addresses and existing need. When determining whether a cost is necessary, consideration may be given to whether:

1. the cost is needed for the proper and efficient performance of the grant program;
2. the cost is identified in the approved budget or application;
3. there is an educational benefit associated with the cost;
4. the cost aligns with identified needs based on results and findings from a needs assessment;
5. the cost addresses program goals and objectives and is based on program data.

A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

- B. Conform to any limitations or exclusions set forth as cost principles as required by law or in the terms and conditions of the Federal award.

- C. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
- D. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- E. Be determined in accordance with generally accepted accounting principles
- F. Be representative of actual cost, net of all applicable credits or offsets. The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.
- G. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
- H. Be adequately documented:
 - 1. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant-funded programs to assure that only permissible personnel expenses are allocated;
 - 2. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

SELECTED ITEMS OF COST

The District shall follow the rules for selected items of cost when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District, and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

COST COMPLIANCE

The Superintendent or designee shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

DETERMINING WHETHER A COST IS DIRECT OR INDIRECT:

- A. Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long-distance telephone calls specific to the program, etc.).

- B. Indirect costs are those that have been incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include general data processing, human resources, utility costs, maintenance, accounting, etc. Federal education programs with supplement, not supplant, provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one component of the District, the governing body of the District, compensation of the Superintendent or operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- 1. Administrative or clerical services are integral to a project or activity.
- 2. Individuals involved can be specifically identified with the project or activity.
- 3. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- 4. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges. Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by the Wisconsin Department of Public Instruction (DPI) or the pass-through.

TIMELY OBLIGATION OF FUNDS

Obligations are orders placed for property and services, contracts and sub-awards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following table illustrates when funds are determined to be obligated under the U.S. Department of Education regulations:

If the obligation is for:	The obligation is made:
Acquisition of Property	On the date the District makes a binding written commitment to acquire property
Personal services by an employee of the District	When the services are performed
Personal services by a contractor who is not an employee of the District	On the date the District makes a binding agreement to obtain the services
Public utility services	When the District receives the services
Travel	When the travel is taken
Rental property	When the District uses the property
A pre-agreement cost that was properly approved by the Secretary under federal regulations, 2 CFR part 200, Subpart E	On the first day of the project period

TIME AND EFFORT REPORTING

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

- A. is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
- B. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

TIME AND EFFORT REPORTS

Unless specifically authorized by the Department of Public Instruction (pass-through entity) all salaries and wages charged to Federally-sponsored projects must be based on records (time and effort reports) that accurately reflect the work performed by the employee. A time and effort report is required regardless of whether such time is paid by a Federally-sponsored agreement, a private foundation, or is an unpaid contribution, i.e. cost share match. Committed cost sharing, either voluntary or mandatory, must be included in effort reports.

The reports:

- A. are supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
- B. are incorporated into the official records of the District;
- C. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
- D. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
- E. comply with the District's established accounting policies and practices;
- F. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by the pass-through entity to the extent that they are more restrictive than the Federal requirements. The Payroll Office is responsible for the distribution, collection, and retention of all employee effort reports. Individually reported data will be made available only to authorized auditors.

PURCHASING AND PROCUREMENT

All purchasing shall be approved by the Superintendent. Purchasing shall be in accordance with State Statutes, accepted purchasing procedures, and ethical business practices. Bidding and quotation requirements are applicable to all purchases by the District as set forth in this policy if the funding is Federal.

PURCHASING

Purchases are required to be preceded by an official District purchase order (PO) that, prior to submittal to vendors, require approval by the Superintendent. PO's must be entered through the district accounting software and are subject to approval levels set therein. Purchases not handled in an approved manner may become the liability of the purchaser.

PROCUREMENT

In order to comply with the Uniform Grant Guidance, Omni Circular, 2CFR 200, the following Federal Grants - Acceptable Methods of Procurement are set forth below and are to be followed in the purchasing of items contained in a Federal project. The following methods are acceptable methods of procurement per the uniform grant guidance.

- A. Micro-purchases of supplies and services \$3,000 or less (\$2,000 for purchases subject to Davis-Bacon) do NOT require quotes to be received and effort should be made to distribute evenly these purchases to qualified suppliers.
- B. Small purchases for supplies, or other property and services, in excess of \$3,000 and less than \$150,000 do require quotes, but NO pricing analysis. If used, price or rate quotations must be obtained from an adequate number of qualified sources, preferably three (3). The \$150,000 threshold is inflation adjusted periodically and could change in the future.
- C. Sealed bids are required for purchases of \$150,000 or greater. Firm fixed price is awarded and must include at least two responsible bidders. Bids will be opened publicly and award is usually to lowest bidder (based on fixed price). Sealed bids are publicly solicited and a firm-fixed-price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest price. If the District chooses a bid that was not the lowest, the District needs to document why that bid was selected.
- D. Competitive proposals used for projects over \$150,000 may be fixed price or cost reimbursement.
 - 1. This method is typical for architectural/engineering professional services and price is not used. Instead, a contract is awarded to the most qualified competitor with compensation subject to negotiation.
 - 2. Section 200.320(d) contains specific requirements for competitive proposals.
- E. Noncompetitive proposals (sole source) - Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
 - 1. Item is only available from a single source;
 - 2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - 3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or
 - 4. After solicitation of a number of sources, competition is determined inadequate. Follow Appendix II to Part 200 which has specific information for Equal Employment Opportunity, Davis Bacon Act, contract work hours, safety standards, and debarment and suspension.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. SHEET 1 OF 2 FILE NO. 2.01
118.24 (1) (1M), 118.24 (6) (7)
DATE OF ISSUE: Jan. 12, 1977 August 26, 2003
Nov. 16, 1988 April 23, 2007
Jan. 28, 1991

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SUBJECT: SCHOOL DISTRICT ADMINISTRATOR

APPOINTMENT

Appointment shall be made by the Board of Education and per state statutes.

QUALIFICATIONS

The District Administrator shall have earned at least a master's degree from an approved institution with emphasis in administration, curriculum, and finance.

He/she shall have established himself as an educational leader in the profession.

POSITION COMPONENT/RESPONSIBILITIES FOR THE DISTRICT ADMINISTRATOR

Below are seven fundamental components and attendant responsibilities which should direct the District Administrator's primary focus of operation. The listing of responsibilities is not intended to be inclusive of all the possibilities. However, it does state the leading parameters to be addressed, evidenced, and/or attained.

I. PERSONAL CHARACTERISTICS

1. Demonstrates interpersonal relations of fairness, good judgment, tactfulness and works for the respect, cooperation, interest, and enthusiasm of pupils, staff, and public.
2. Communicates information clearly and regularly to appropriate groups and individuals.
3. Develops long and short range plans within areas of responsibility.
4. Establishes and maintains a quality learning environment through his/her supervisory style.
5. Keeps informed on educational changes and progress by attendance at meetings and conventions, so that the school may keep in contact with the best and most recent trends in educational thought and practice.
6. Is a positive promoter of school and community.

II. BOARD OF EDUCATION

1. The District Administrator shall serve as the executive officer of the Board of Education, and shall be charged with the responsibility of executing the policies of the Board.
2. The District Administrator shall prepare the agenda for each Board meeting, shall attend all such meetings, except when his/her contract is being considered, and shall participate in all deliberations of the Board.
3. He/She shall keep Board members informed about meetings which may be of interest or informative for them to attend.
4. He/She shall serve as a resource person for the Board's Negotiating Committee.

III. FISCAL

1. The District Administrator shall be in a position to report on the financial status of the school district upon request.
2. He/She shall audit, check and approve all bills, payrolls and claims against the District before presenting them to the officers of the Board of Education for final approval.
3. He/She shall prepare and recommend to the Board of Education the annual school district budget.

IV. PERSONNEL

1. The District Administrator shall be responsible for keeping employees informed of all changes in School Board Policies and shall be responsible for seeing that all policies of the Board are enforced.

2. He/She shall assign instructional and non-instructional personnel as seems best for the students of the District.
3. He/She shall recommend to the Board personnel for employment, demotion, transfer, or dismissal.
4. He/She, along with the principal involved, shall report to the Board concerning the instructional staff before April 1st of each year, with recommendations concerning their continued employment or dismissal.
5. He/She shall suspend any teacher for neglect of duty or immorality and immediately consult with the Board as to future action in the case.
6. He/She shall establish and maintain accurate records of vacation time, sick leave, personal leave, emergency leave, professional leave and compensation records of all employees of the Board of Education, professional and non-professional.
7. He/She shall establish line and staff tiers of responsibility.
8. He/She shall supervise and evaluate Principals as to job performance.

V. ADMINISTRATIVE

1. The District Administrator shall administer the schools in conformity with the adopted policies of the Board of Education and the rules and regulations of the State Department of Public Instruction in accordance with the laws of the State of Wisconsin and the Constitution of the United States.
2. He/She shall develop administrative principles and procedures for implementing Board Policies.
3. He/She shall supervise the preparation of all annual reports and any other reports or studies as may be required by the Board of Education.
4. He/she shall be the custodian of all legal and other valuable documents for the Board of Education and the School District of Cornell.
5. He/She shall prepare and recommend a calendar for each school year and present it to the Board.
6. He/She shall supervise and be responsible for the school lunch program.
7. He/she shall have general supervision over the transportation of pupils and see that such service is conducted in accordance with the state statutes.

VI. FACILITIES

1. The District Administrator shall ascertain and report to the Board on the physical condition of the school plant from time to time as required or asked for the Board and make recommendations for their improvement or replacement.
2. He/She shall serve as the supervisor of the School District's buildings and grounds including purchases, duties and recommendations for personnel as well as the general care and maintenance of all District facilities.

VII. COMMUNITY

1. The District Administrator shall keep the community informed of school events.
2. He/She shall become involved in community organizations and functions.
3. He/She shall promote parent involvement in the school.
4. He/She shall be responsible for maintaining good public relations and for utilizing fully community resources to enrich the learning process.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. SHEET 1 OF 2 FILE NO. 2.02
118.24(1m), (6) (7)
DATE ISSUED: Jan. 12, 1977 August 26, 2003
Nov. 16, 1988 April 23, 2007
Nov. 19, 1990

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SUBJECT: PRINCIPALS

APPOINTMENT

The appointment of principal(s) shall be made by the Board of Education and per state statute.

QUALIFICATIONS

Be selected on a basis of character, ability, responsibility and compliance with the academic qualifications as outlined by law.

All principals shall have the appropriate administrative license from the Wisconsin Department of Public Instruction.

POSITION COMPONENT/RESPONSIBILITIES

PERSONAL CHARACTERISTICS

1. Demonstrates interpersonal relations of fairness, good judgment, tactfulness and works for the respect, cooperation, interest, and enthusiasm of pupils, staff and public.
2. Demonstrates ingenuity through unique utilization of staff and facilities and develops innovative programs.
3. Communicates information clearly and regularly to appropriate groups and individuals.
4. Develops long and short range plans within areas of responsibility.
5. Establishes and maintains a quality learning environment through his/her supervisory style.
6. Strives to advance professionally through such activities as university course work, seminars, attendance at conferences, and membership in professional organizations.

STAFF

1. Directs the recruiting, screening, interviewing, and recommending of qualified candidates for positions on the school staff.
2. Assists in the orientation of new personnel and substitutes.
3. Coordinates a comprehensive program of in-service for staff under his/her supervision.
4. Supervises and evaluates staff as to their job performance.
5. Assigns and adjusts the working load of staff to meet District needs.
6. Assigns, coordinates and supervises all support staff.
7. Recommends to the Superintendent staff additions and/or deletions as necessary.

STUDENT

1. Is responsible for the over-all educational process and welfare of the students in his/her school.
2. Maintains student conduct and enforces discipline necessary, according due process to the rights of students.
3. Determines pupil grade level.
4. Organizes and supervises new pupil registration.

5. Assists in the facilitation of Multi-Disciplinary Team meetings.
6. Is responsible for the classification, retention, and/or promotion of all students.
7. May suspend from school or any other school activity, for a maximum of ten days, any student whose conduct is an unbecoming representation of the ideals of the District.

CURRICULUM

1. Is responsible for the improvement and supervision of the instructional program, curricula, materials and equipment.
2. Will seek recommendations from staff concerning curriculum changes.
3. Evaluates instructional methods and programs, and recommends such changes and improvements as necessary.
4. Assists in the selection of testing programs to be used in his/her building.

FACILITIES

1. Is responsible for the care of school buildings, grounds and property.
2. Directs the custodial staff regarding the maintenance of facilities.
3. Recommends to the Superintendent facility needs as regards maintaining a safe and healthy environment for students.

COMMUNITY

1. Is responsible for maintaining good public relations with the community and for utilizing fully community resources to enrich the learning process.
2. Coordinates/oversees the community use of facilities.
3. Serves as a liaison between visitors and school personnel.

ADMINISTRATIVE

1. Implements existing Board policy and anticipates/recommends alterations to existing policy.
2. Is responsible for budgetary development, processes, and the administration of staff purchase requests.
3. Supervises the maintenance, security, and confidentiality of accurate records on the progress and attendance of all students.
4. Is responsible for all such records and reports as mandated by law and required by the Department of Public Instruction.
5. Serves as the attendance office for his/her school.
6. Plans and supervises drills for emergency preparedness.
7. Attends meetings of the Board and its committees.
8. Coordinates transportation needs as appropriate for building programs.
9. Coordinates interagency (ie: CESA, DDD,...) activities as they relate to the District.
10. Performs other tasks as assigned by the Superintendent.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.

SHEET 1 OF 2

FILE NO. 2.03

DATE ISSUED: Jan. 12 1977
Nov. 16, 1988
Dec. 15, 2003

April 23, 2007

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SUBJECT: GUIDANCE DIRECTOR

The Guidance Director is directly responsible to the Elementary and MS/HS Principals.

DUTIES & RESPONSIBILITIES

1. Responsible for providing guidance and counseling services for all students grade K-12.
2. Responsible for developing a written statement of objectives as it relates to the needs of the school and community.
3. Responsible for showing that the program is systematically planned, implemented, and evaluated.
4. Responsible for showing legislative standards for guidance and counseling in:
 - a. Vocational information
 - b. Educational information
 - c. Personal - social information
 - d. Pupil appraisal
 - e. Placement
 - f. Referral
 - g. Research
 - h. Follow-up activities
5. Responsible for the K-12 testing program.
6. Organizer of the K-12 guidance committee.
7. Responsible for leadership in K-12 career education activities.
8. Responsible for an efficient record keeping system.
9. Responsible for providing a guidance resource center easily available to students.
10. Responsible for the following services:
 - a. Job placement in local jobs
 - b. Service information
 - c. Scholarships, grants, loans available to students
 - d. Interview counseling
 - e. Special needs counseling
 - f. Group counseling
 - g. Student study habits
 - h. College, vocational and trade school opportunities
11. Responsible for public relations work with staff, community.
12. Adherence to the legal and ethical aspects of privileged communication and correct procedures.
13. Working with supportive programs from county, state, federal levels.
14. Responsible for working with instructional staff on student problems as well as classroom problems.
15. Involvement with principals in curriculum and instructional programs.
16. Responsible for assisting students in scheduling decisions.
17. Responsible for an in-service plan for elementary teachers on guidance counseling techniques.
18. Jointly responsible with high school principal for being the contact point between any high school student and:
 - a. Welfare workers

- b. Probation officers
- c. Parole agent
- d. School psychologist
- e. Chippewa guidance clinic representative
- f. College representatives
- g. Vocational school representatives
- h. Trade school representatives
- i. Vocational rehabilitation representatives
- j. Social workers
- k. Service representatives
- l. Local employers
- m. Or any other outside agency

19. General outline of job responsibility:

- a. K-12 guidance and counseling program with emphasis grades 7-12
- b. Personal contact with all students - grade 9-12
- c. Limited contact - grades 7 and 8
- d. Special case contact - grades K-6
- e. Career education - grades K-12
- f. Testing program - grades K-12
- g. Specific career emphasis - grades 9-12
- h. Needs counseling
- i. Group counseling
- j. Assist with development and implementation of youth tutor program
K-12

21. Other duties as assigned.

QUALIFICATIONS

The minimum qualifications are a master's degree in Guidance and a valid certificate from the Department of Public Instruction, State of Wisconsin.

REFER TO: Wis. Stats.
DATE OF ISSUE: Mar. 15, 1993
Dec. 15, 2003
June 26, 2017

SHEET 1 OF 3 FILE NO. 2.04

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SUBJECT: SCHOOL PSYCHOLOGIST

PURPOSE: To ensure that programs developed for exceptional children are built on a sound educational and psychological basis. To provide effective psycho-educational testing and counseling services, in order to facilitate the pupil's intellectual, emotional, physical, social, and occasional development. To aid the individual's adjustment to the changing demands of his/her total environment, to achieve social and academic competence, to assume responsibility, to set goals, and to make decisions appropriate for the educational maximization of the student.

QUALIFICATIONS: Must meet qualifications of the Department of Public Instruction.

REPORTS TO: Direct line relationship to the Director of Special Education and Pupil Personnel Services.

GENERAL AREAS OF RESPONSIBILITY:

1. Pupil Services
2. IEP Team Coordination
3. Assessment
4. Schoolwide Policy
5. School and Community Liaison
6. Student Relations
7. Other

1. Pupil Services

a) Provide psycho-educational assessment services to students referred to the Special Education and Pupil Personnel Services department, when warranted. These services include, but are not limited to, testing, analyzing, recommending, reporting and following up.

b) Serve as the case manager when indicated by the Director of Special Education and Pupil Personnel Services.

c) Act as a liaison between CESA Special Education staff and local teachers and administrators.

d) Act as an advocate for students and their educational programs.

e) Refer non-Special Education referrals when appropriate for an IEP Team evaluation or refer them to an appropriate outside agency when indicated.

f) Provide psycho-educational testing relative to individual student needs.

g) Provide individual and group counseling to disabled and non-disabled students relative to their needs.

h) Provide counseling and consultation to family units relative to the students' needs.

i) Provide classroom instruction in areas of expertise as requested.

j) Prepare reports that document psycho-educational testing.

k) Keep accurate records and documented data on students to whom he/she provides educational assistance.

2. IEP Team Functioning

a) Serve as the coordinator for the IEP process, oversee the timelines for the referral and for IEP meetings and the timely completion of required reporting.

b) Represent the District as the Local Educational Agency Representative (LEA Rep.) on the IEP team with the ability to commit district resources for students with disabilities.

c) Coordinate ancillary services such as special education transportation, paraprofessionals and other related services.

d) Serve as a member of the IEP Team. Provide educational and psychological assessment as necessary, and assist in the development of an education program.

e) Assist IEP Team members in developing plans for exceptional students' Individual Education Programs, evaluating children and recommending programs to meet exceptional needs.

f) Follow up each educational assessment with a conference to include the students' guidance counselor and principal to cooperatively develop an appropriate educational plan. Ongoing follow-ups may be determined for those students not directly assigned to a Special Education program.

g) Work in close conjunction with students, their families, district staff, pupil services staff and/or IEP Teams, and community agencies in an effort to ensure the best possible educational experience for each student and to avoid a duplication of services.

h) Assist in the recruitment and selection of new Special Education staff members.

i) Assist in planning and providing staff in-service programs for regular and exceptional education personnel.

j) Assist new Special Education staff members in becoming oriented to their particular Special Education program and to the District Special Education process and programs.

k) Supervise graduate field work students upon approval of the Superintendent or his/her designee.

3. Assessment

a) Assist in developing and recommending administrative procedures for the identification, evaluation, programming, placement, monitoring, and reevaluation of Special Education on non-Special Education students.

b) Assist administrators in developing and recommending policies related to school psychological services which will provide an appropriate level of Special Education and non-Special Education services to District students.

c) Conduct direct assessment measures to inform disability determinations and ongoing instruction and student intervention in areas of 1.) intellectual functioning, 2.) academic achievement, 3.) social-emotional and behavioral presentation, 4.) executive functioning and processing deficits, 5.) disability screening.

d) Facilitate district wide academic collection of general outcome measures to inform ongoing student progress.

4. Schoolwide Policy

a) Provide input regarding the development of special education and psycho-educational policies and philosophies.

b) Assist in the development of the Psychological Services department budgets.

5. Communications And Consultation

a) Maintain open communications to resolve conflicts at the lowest level.

b) Be available to work with parents, administrators, staff, and students to solve problems as they arise.

c) Maintain effective communications with the IEP Team, staff, students, parents, and administrators.

d) Advise parents of their rights in the Special Education process at the time of initial referral and at other required times.

e) Communicate with appropriate administrators regarding issues and developments affecting the school system.

f) Interpret school psychological services to teachers and parents.

g) Maintain contact with other school psychologists in the area and state, as necessary, to discuss issues regarding students, education, and the field of school psychology.

h) Hold conferences with students to aid them in understanding their specific problems. Direct feedback to other school personnel to help the school to cope with problems areas.

i) Work in close conjunction with families, and make home visits as necessary, for the purpose of gathering helpful information on a student's background, consulting with them on the needs of their child, soliciting parental cooperation, and translating available data into language understandable to the parents.

k) Be available to the administrative staff to discuss issues involving the delivery of school psychological services.

l) Consult with counselors, administrators, and others regarding the District's testing program and the psycho-educational test results.

6. School and Community Liaison

- a) Provide opportunities for two-way communications between Special Education, the school, and district community.
- b) Make referrals, communicate, cooperate, and arrange meetings as necessary with community agencies and institutions who are also involved with the students in the District.
- c) Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for IEP Team, psycho-educational, and overall school objective, programs, and activities.
- d) Develop and implement parent training and/or parent-child counseling programs.
- e) Interpret the philosophy, goals and roles of the school district and/or school psychologist to school staff and community.
- f) Function as a group worker for parents and groups who wish to expand their knowledge of child development and behavior management.
- g) Assist in the development of community projects and services aimed at the school-age population.

7. Student Relations

- a) Serve as the case manager when indicated by the Director of Pupil Personnel and Special Education.
- b) Assist a child in understanding his/her behaviors and attitudes, and in acceptance of self.
- c) Help the child develop appropriate social behaviors.
- d) Act as an advocate for students and their educational programs.
- e) Provide necessary guidance and support to children in need of help.
- f) Provide psycho-educational educational testing relative to an individual student's needs.
- g) Provide individual and group counseling to disabled and non-disabled students relative to their needs.
- h) Provide classroom instruction in areas of expertise as requested,
- i) Prepare reports that document psycho-educational testing.
- j) Keep accurate records and documented data on students to whom he/she provides educational assistance.
- k) Direct and coordinate preschool and kindergarten screening and early entrance evaluations.

8. Other

- a) Supervise graduate students assigned to the District for School Psychologist practicum, and/or coordinate their supervision with other pupil services staff or the IEP Team.
- b) Develop, as needed, effective school staff in-service training programs, and assist teachers in classroom management skills.
- c) Keep sufficient records of cases for use by the IEP Team, school staff members, and outside agencies.
- d) Keep abreast of new developments in the field.
- e) Attend school board committee meetings and other meetings as requested by the Board, Superintendent, or Director of Special Education.
- f) Perform other such duties as may be required by the Director of Special Education, District Administrator and Principals.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: SHEET 1 OF 1 FILE NO. 3.00
WIS. STATE STATS.
DATE ISSUED: Feb. 15, 1993

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SUBJECT: LIBRARY MEDIA SPECIALIST

ACCOUNTABILITY OBJECTIVES: The library/media specialist develops and coordinates the building instructional media center and plans, organizes and conducts a comprehensive building-wide and district-wide media program under the direction of the building principal.

QUALIFICATIONS: Wisconsin certification for the position or the District Administrator.

- A. ADMINISTRATIVE RESPONSIBILITIES: Each media specialist shall;
1. Implement the library/media Long Range Plan adopted by the School Board and annually review this plan.
 2. Keep informed of local, state and national innovative programs to be evaluated in reference to local needs.
 3. Administer library/media budgets for each school building.
 4. Be charged with the responsibility of continuous development and improvement of the Instructional Media Center (IMC).
 5. Advise the administration and School Board on the formulation of policy in regard to the media services program.
 6. Report to the administration and School Board on the needs and operation of the media services program.
 7. Manage support staff, including other media personnel, staff secretaries and student aides where appropriate.
- B. EDUCATIONAL RESPONSIBILITIES: Each Media Specialist shall;
1. Promote advances in technology for classroom instruction and act as a teacher consultant.
 2. Plan and develop in-service programs for the instructional staff on specific operational procedures as needed.
 3. Plan for bibliographical lists of IMC materials.
 4. Order and serve as clearing house for free and inexpensive media materials and catalogs.
 5. Remain abreast of changing curriculum.
 6. Arrange previews of various instructional media.
 7. Orient faculty and students on new materials available.
 8. Prepare media materials displays.
 9. Assist teachers on operation of AV equipment.
 10. Supervise IMC and students by communicating clear expectations for use of IMC facility and equipment.
 11. Maintain a supportive and positive relationship with students.
 12. During the school day, do not absent self from IMC when students are present and there is no other staff person to supervise.
 13. Establish procedures for and encourage use of interlibrary loans.
 14. Develop and implement instruction in library/media skills.
 15. Provide assistance to students and staff for locating appropriate materials.
- C. MEDIA DEVELOPMENT AND MAINTENANCE: Each Media Specialist shall;
1. Organize and maintain a central Instructional Media Center (IMC) of printed and non-printed media materials and equipment.
 2. Conduct needs assessments for equipment and materials in the district's IMC.
 3. Serve as supervisor for an efficient media circulation service.
 4. Purchase selected materials and equipment within the allotted budgets.
 5. Maintain inventories for all materials and equipment in the IMC.
 6. Classify, catalogue and store all media, software and hardware.
 7. Prepare books, materials and equipment for circulation.
 8. Repair books, as needed.
 9. Provide for the care and protection of school property.
 10. Supervise withdrawal of obsolete and damaged items.
- D. PROFESSIONAL RESPONSIBILITIES: Each Media Specialist shall;
1. Share responsibility for maintaining order and acceptable student behavior.
 2. Attend and participate in faculty meetings, in-service workshops and other such meetings.
 3. Serve on committees as required.
 4. Strive to create a favorable professional impact on students, parents and other employees through appropriate grooming and dress.
 5. Accept and utilize suggestions for improvement.
 6. Maintain a relationship with parents that promotes effective communication.
 7. Advise administration as promptly as possible prior to absence from school.
 8. Report to work daily at time assigned by the administration and remain on duty through time prescribed by contract.
 9. Follow and support authorized policies and procedures.

REFER TO: Wis. Stats. 120.12(7) SHEET 1 OF 2 FILE NO. 3.01
120.14, 120.16(2), 120.16(5)
34.05(3)
DATE OF ISSUE: Mar.17, 2008

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SUBJECT: STUDENT ACTIVITY FUND MANAGEMENT

Student funds which are an outgrowth of the school program, but which receive no board of education monetary support shall be accounted for under the Student Activity Fund. Such fund activities are those activities which are primarily student directed and student financed. Examples of such fund accounts are Student Council, Science Club, Spanish Club, FFA etc.

By authorization of the Cornell Board of Education, all student activity accounts will be under the direct supervision of the office of the Superintendent. Before approving each organization, the organization will provide the school principal with a stated purpose of such organization and a statement delineating the types of fund raisers and disbursements that will be used by the organization. Upon principal approval, the request will be forwarded to the superintendent.

Each organization will have a faculty financial advisor, student president and a secretary/treasurer. The advisor/coach of each organization will be provided with a detailed finance summary of their respective account during the last month of each school year. It will be the responsibility of the organization advisor and treasurer to report any discrepancies to the Superintendent's secretary within five school days after receiving the statement. New advisors will be provided with a detailed financial summary of their organization when advisership begins.

A. Collection and Deposit of Funds

Collection of money by or from students (dues, fees, fund-raisers, etc.) will be allowed only if enacted by the student organization for its purpose and within guidelines approved by the principal and superintendent. Organizations will not be allowed to raise balances in excess of those necessary to achieve the purposes of the organization. Organizations will have their balances moved to the district general fund if inactive for a period of three years.

All monies collected by student organizations must be deposited with the principal's secretary on a timely basis; i.e., dues that are collected must be deposited on the same day received. The organization advisor or treasurer must bring the money to the office, tell the secretary what organization the money is being deposited into, and shall have counted the money prior to turning it over to the secretary. The school secretary will deposit the organization's money on a daily basis at the school district's designated depository, and properly record such deposits to each respective organization and provide the organization a receipt of such transaction.

B. Disposition of Funds

When an organization desires to make expenditures from their account, the following procedures must be followed:

1. The faculty financial advisor or the organization treasurer must fill out a requisition. All requisitions must be completely filled out before turning into the office. Signatures of the organization advisor and the organization treasurer, along with the name of the organization MUST be on the form. All requisitions must have the approval of the school principal and superintendent prior to the items being ordered.
2. Upon receipt of the items purchased, the invoice for materials purchased must be given to the superintendent's secretary. No payments will be made for purchases without an itemized invoice.
3. An activity account check will be drawn from the organization's account. The check along with all documentation will be presented to the superintendent for his/her approval and signature. The check will be recorded as a disbursement from the organization's account. The organization advisor will be informed that the check has been sent so organization record books can be kept current for reconciliation with the accounting system of the central office.

C. Disposition of Activity Fund Interest

All student activity account monies are deposited in the designated depository of the School District of Cornell. Any interest earned will be allocated to the "Bank Services" account to pay for checks and miscellaneous account needs.

D. Organization with Negative Balances

No student organization shall be allowed to operate with a negative balance. Special exceptions may be made with the approval of the superintendent, based on reasonable expectation that the negative balance is a temporary condition that will be corrected by incoming receipts within a month.

E. NSF (Non-Sufficient Funds) Checks

Checks returned for NSF will have the amount of the NSF check and any fees deducted from their account. It is the responsibility of the advisor and membership of the organization to collect the funds from the individual/organization that supplied the NSF check.

F. Bank Service Account

An account called "Bank Services" within the activity account has been established to pay for the activity account checks, deposit slips, envelopes, etc.

G. Senior Class Fund

At the end of the school year all balances will be carried over to the next school year with the exception of the funds of the senior class. The senior class or class officers, after covering the expenses and activities of the class, shall designate before the end of the school year how any remaining balance will be spent. Any funds which remain in a graduating class at the end of the school year will automatically be transferred to the "Bank Services" account.

H. Audit

An audit of the student activity fund shall be made at the same time as the annual audit of the school district funds with the school district bearing the cost of such audit. This audit will be presented to the Cornell Board of Education in conjunction with all other district audit reports.

I. Each year all activity account advisors will be required to sign that they have read and understand Board Policies 3.01 and 1.30.

REFER TO:

DATE ISSUED: Nov. 12, 2002

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TECHNOLOGY ACCEPTABLE USE CODE OF CONDUCT

Electronic mail(e-mail) is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on personal computers. On-line services (i.e.,the Internet) are defined as a communications toll whereby business information, references material and messages are sent and retrieved electronically on personal computers.

Because of the unique nature of e-mail/Internet and because of the Cornell School District's desire to protect its interest with regard to its electronic records, the following rules have been established to address e-mail/internet usage by all employees.

The Cornell School District's e-mail and Internet system is intended to be used for business purposes only. Use for informal or personal purposes is permissible only within reasonable limits. All e-mail/Internet records are considered School District records and should be transmitted only to individuals who have a business need to retrieve them. Additionally, as School District records, e-mail/Internet records may be subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, employees should always ensure that the business information contained in e-mail/internet messages is accurate, appropriate and lawful. E-mail/Internet messages by employees may not necessarily reflect the views of the Cornell School District, its officers, directors, or administration. Abuse of the e-mail or Internet systems, through excessive personal use, or use in violation of law or Cornell School District policies, will result in disciplinary action, up to and including termination of employment.

While the Cornell School District does not intend to regularly review employees' e-mail/Internet records, employees have no right or expectation of privacy in e-mail or the Internet. The Cornell School District owns the computer and software making the e-mail and Internet systems and permits employees to use them in the performance of their duties. E-mail message and Internet records are to be treated like shared paper files, with the expectation that anything in them may be available for review.

Employees are also reminded that log-on and other passwords may not be shared with any third party, nor may they be shared with another employee, unless such password(s) is requested by an authorized representative of management.

The Cornell School District reserves the right to disclose employee e-mail message or internet records to law enforcement or government officials or to other third parties, without notification to or permission from the employees sending or receiving messages.

As a staff member of Cornell School District, I agree to comply with this Technology Acceptable Use Code of Conduct.

Staff Member's Name _____Date_____

Staff Member's Signature _____Date_____

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COPYRIGHT POLICY

It is the policy and practice of the Cornell School District to adhere to the requirements of the U.S. Copyright Law (Title 17, United States Code, Section 101, et. seq.). The Board of Education prohibits employees from duplicating copyrighted materials not specifically allowed by: 1) the copyright law, 2) fair use guidelines, 3) licenses or contractual agreements, or 4) other permission. Employees who violate the copyright law do so at their own risk and assume all liability for their actions. They may also be subject to disciplinary action for willful infringement of the law or for using district equipment for duplication that is prohibited.

Reference Acts, Statutes, Instructions: U.S. Copyright Law (Title 17, U.S. Code, Section 101, et. seq.)
Administrative Rules and Regulations: 6415R.

Copyright Guidelines 6415R
Record Keeping

Each school building will establish a central place to file various records which pertain to copyright law compliance.

1. Permission to duplicate print materials including sheet music.
2. Site licenses, network licenses, and other permission to copy microcomputer software.
3. Logs of off-air videotaping, including indications of erasure dates.
4. Logs of all videotapes rented from home video outlets which are used in the building.
5. Any other permission in whatever form, including letters, notes from phone calls, book and periodical addenda and attachments, etc.

Signs, Warnings and Notices

1. A sign with the following warning will be prominently displayed near all photocopy machines. "The Copyright Law of the United States (PL94-553, Section 108) governs the making of copies of copyrighted materials. The person using this equipment is liable for any infringement."
2. A rubber stamp with the following notice will be placed near all photocopy machines: "This material may be protected by the U.S. Copyright Law."
3. The following warning will be attached to all equipment designed for making copies of non-print media, including dual cassette recorders, computers with dual disk drives, photographic copy stands, etc: "This equipment may not be used to make unauthorized copies of copyrighted materials."

Single Copies

Under the doctrine of fair use, teachers may copy or have copied for research or preparation, a single copy of selected portions of print material. Generally, such copying should be limited to the following:

1. One chapter or less of a book
2. One article from a periodical or newspaper
3. One short story, essay, or poem from a book
4. One chart, graph, or picture from a book, periodical, or newspaper

Multiple Copies

Multiple copies of any of the above (one copy per pupil in a course) may be made, except that:

(a) The poem may not be longer than 250 words; (b) The story, article, essay, or chapter must be less than 2,500 words; (c) Regarding longer works, ten percent of the work of 1,000 words, whichever is less, may be copied; (d) All of the copies must bear the copyright notice.

1. These restrictions do not apply to the current news sections of newspapers and periodicals.
2. Copying should not substitute for the purchase of material, should not be directed by higher authority, and should not be repeated (the same materials being copied by the same teacher from term to term).
3. Permission may be obtained from the copyright holder to exceed the limitations of the Copyright Law. Copies of the written permission will be kept on file with the document original.
4. Special note must be made of "consumable" works. Copyrighted workbooks, exercise books, answer sheets, etc., must never be copied, with the single exception that a transparency may be made to teach or illustrate their use.

Off-Air Videotaping

Broadcast video programs may be recorded off-air and retained by schools for a period not to exceed 45 calendar days after the date of the recording. The recorded program may be used only once with each class in a face to face teaching situation and may be shown once again for a review or reinforcement all within 10 consecutive school days after the recording date. For the remainder of the 45 day retention period, the tape may be used only for teacher evaluation purposes. The tape must be erased at the end of the 45 day period.

Special rules which may be more generous or more restrictive apply to programs appearing on PBS and its member stations. Guidelines for taping and retention rights for specific programs appear in the Wisconsin Public Television booklet "Parade of Programs". For evening programming, contact NIBS at 715-839-6138.

1. Off-air recordings may be made only at the request of individual teachers and may not be regularly recorded in anticipation of requests.
2. No program may be recorded more than once at the request of the same teacher, regardless of the number of times it is broadcast.
3. Copies of legally made recordings may be made to meet the legitimate needs of teachers. Copies are subject to the same limitations as the originals.
4. The program must be recorded in its entirety, including copyright notice, and may not be altered. Programs may not be combined to produce teaching anthologies. Programs need not be used in their entirety.
5. Programs may be recorded by individual teachers and used at school, but the same restrictions apply. Such programs must be entered in the school "Video Usage Log".
6. In the absence of written permission from the copyright holder, programs that appear on the subscription cable channels (HBO, Cinemax, Disney, etc.) may never be videotaped or used in the school setting.
7. Videotaping programs may not be shown for entertainment purposes and may not be used for public viewing.

Purchased and Rented Videotapes

It is important to remember that ownership of a videotape is different from ownership of its copyright and that rental of a videotape endows the renter with limited rights.

1. Copyrighted videotapes owned or rented by schools generally may be used by instructors only in face to face teaching situations. These videotapes are often marked "For Home Use Only". They may not be used for reward or entertainment in a classroom.
2. "For Home Use Only" videos will not knowingly be loaned to groups for public performances.
3. Any duplication of owned or rented copyrighted videotapes in the absence of written permission from the copyright holder is illegal.
4. In the event that public performance rights are needed (if the program is to be shown for reward, entertainment, or as a profit-making enterprise) the videotape must be rented from a company that can grant those rights, e.g. Swank, Films Incorporated, etc.
5. An adequate monitoring and enforcement system will be established which will include a "Videotape Usage Log" wherein all materials not originating with the Media Center are noted with full citations.

Computer Software

In the absence of a license or other permission to do so, it is illegal to make copies of a copyrighted computer program. This means that multiple copies of a program may not be made on disk nor may multiple RAM copies be made by loading the program concurrently into 2 or more computers.

1. The single exception to the above involves the making and use of an archival copy. One archival or "back-up" copy of a program may be made for use in case the original is damaged. This copy may only be used while waiting for a replacement and must exhibit the copyright notice. The back-up copy should be kept in a restricted area out of reach of all users and must be destroyed in the event that the original is no longer rightfully owned.
2. A copyrighted software program may not be used on a network unless permission to network is explicitly granted.
3. Computer clubs will not be allowed to use school facilities unless they agree in writing to these guidelines.

Sheet Music

With the following exceptions, copyrighted music may not be copied.

1. Provided that replacement copies have been ordered, emergency copies of printed music may be made for an imminent performance. These copies must be destroyed in due course.
2. Up to ten percent of a work may be copied for class study as long as it does not constitute a performable unit.
3. Music may be edited or simplified, but the lyrics may not be changed.
4. Single copies of out of print music may be made for research or study.
5. As with other media, lawful copies of sheet music must include the copyright notice.

Recorded Music

1. Copyrighted records, tapes, or compact disc may not be copied except that a single copy of a sound recording owned by a school may be made for the purpose of constructing an aural exercise or examination.
2. Copyrighted sound recordings may be used to accompany audiovisual presentations but may not be copied for this purpose.

District Produced Materials

All "copyrightable materials" prepared by employees of the Cornell School District within the scope of their employment, are works made for hire and all rights, ownership and copyright interest in these materials are retained exclusively by the school district.

"Copyrightable materials" means books, pamphlets, brochures, pictures, catalogs, promotional materials, instructional materials, posters, films, slides, photographs, programs, advertising, or other materials which may contain or which are expected to contain original literary, artistic, or musical expression or work subject to copyright protection under the laws of the United States.

Exceptions to this policy may only be made by the Board of Education, after consultation with legal counsel.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE OF ISSUE: Apr. 23, 1990
May 15, 2006

SHEET 1 OF 1 FILE NO. 3.07

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SUBJECT: PAY-DEDUCT LEAVE

The Board of Education recognizes that situations may arise where staff members need to be away from the District and may not have current access to sick, emergency, and/or personal days. For those situations the criteria and stipulations below will be followed in permitting such leave.

CRITERIA FOR ALLOWING LEAVE:

A staff member requesting pay-deduct leave shall complete the absence request form with the narrative portion detailing why the leave is being requested. Such a leave should be singular in nature, not something which could be an annual event. Such leave should not be used to extend pre-existing District holidays.

The Superintendent may approve pay-deduct leave requests.

STIPULATIONS REGARDING THE LEAVE:

The staff member's payroll check for the period following the leave will be deducted at the per diem rate of that member's current salary and benefits.

No more than two staff members may be on requested pay-deduct leave concurrently.

PAY-DEDUCT LEAVE REQUEST FORM

NAME _____ DATE OF REQUEST _____

DATE(S) BEING REQUESTED _____

NARRATIVE DETAILING UNIQUENESS OF THE LEAVE:

Staff Signature

Supt.'s Signature Indicates Approval

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.
48.981

SHEET 1 of 1 FILE NO. 3.10

DATE ISSUED: Feb. 19, 1996

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SUBJECT: REPORTING SUSPECTED CHILD ABUSE/NEGLECT

It is the policy of the Cornell Board of Education to require any school teacher, administrator or counselor to report to the county department or the sheriff, city, village or town police department, any reasonable suspicion that a student or any other child seen in the course of such person's professional duties has been or stands a reasonable chance of being abused or neglected. Any school teacher, administrator or counselor who reasonably suspects that child abuse has occurred or will occur shall inform the county department, or the sheriff, city, village or town police department of the facts and circumstances contributing to a suspicion of child abuse or neglect or to a reasonable belief that abuse or neglect will occur.

The failure of any school teacher, administrator or counselor to report suspected child abuse or a reasonable belief that abuse or neglect will occur shall be subject to appropriate disciplinary action, up to and including possible discharge. The failure of any school teacher, administrator or counselor to report suspected child abuse or a reasonable belief that neglect will occur may also result in a fine of not more than \$1,000 or imprisonment of not more than six months or both.

No person making a report of suspected child abuse or a reasonable belief that abuse or neglect will occur shall be discharged from employment for so doing.

REFER TO:
DATE ISSUED: Sept. 22, 2008

SHEET 1 OF 1

FILE NO. 3.20

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FMLA LEAVE

Employees will be eligible for FMLA leave according to state and federal guidelines.

There are four methods to determine the federal "12 month period" of entitlement.

- 1) Calendar year.
- 2) Any fixed 12 month period.
- 3) A 12 month period measured from the date the employee's FMLA leave first begins.
- 4) A "rolling year" measured backward from the date an employee uses any FMLA leave.

The District will adhere to the third method: A 12 month period measured from the date the employee's FMLA leave first begins.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE ISSUED: Sept. 9, 1976
Aug. 18, 2003

SHEET 1 OF 1 FILE NO. 4.02

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SUBJECT: CUSTODIAL PERSONNEL

APPOINTMENT

The appointment of custodial personnel shall be made by the Board of Education upon recommendation of the Superintendent of Schools.

ASSIGNMENT

The assignment, with the duties of each position, shall be the obligation of the Lead Custodian.

CLASSIFICATION

LEAD CUSTODIAN/SUPERVISOR - In addition to performing general custodial duties, the employee shall assume general responsibility for the maintenance and operational phases of the district facilities. Also included is the supervision of other custodial and maintenance employees. He/she will be directly responsible to the Superintendent of Schools.

CUSTODIANS - Shall be responsible for the general custodial duties in conformance with assignments or an established order of work. Each employee is expected to gain knowledge and proficiency in the areas of maintenance and the operation of their building. They will be directly responsible to the Lead Custodian and building principals.

CUSTODIAL AIDES - Shall be responsible to general cleaning duties in conformance with assignments or an established order of work. They will be directly responsible to the lead custodian and building principals.

DUTIES (GENERAL)

1. Keep all buildings and grounds in a clean and sanitary condition.
2. Care for the lawns, shrubbery and playgrounds so they are presentable, safe and clean.
3. Dispose of trash and waste paper daily.
4. Clean and dust all parts of the building according to established schedule.
5. Operate heating, ventilating and mechanical equipment in an efficient and careful manner.
6. Remove snow and ice from sidewalks before school, if possible, and throughout the day as it may accumulate.
7. Repair and paint buildings, furniture and equipment as needed.
8. Hours may have to be rearranged in a work day to provide for necessary school services.
9. Custodians will be sensitive to safety requirements not only to themselves but to others regarding the district's grounds, stairways, halls, windows, doors, etc., including the operation of equipment necessary in the performance of their duties.
10. Act as good public relations agent for the school system at all times.
11. Assume a personal pride in the general appearance and cleanliness of the building and grounds for which they are responsible.
12. Perform related duties as assigned.

ELIGIBILITY

1. Have the ability to perform the job requirements in a satisfactory manner.
2. Possess good health and be physically able bodied.
3. Be a citizen of the United States.
4. Be able to read, write and follow instructions.
5. Must enjoy working with other people and must have a natural ease in dealing with students, staff and members of the public with whom they will be in contact.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.
118.25 2(a) (b) (c) 4
143.17 (2)

SHEET 1 OF 2

FILE NO. 4.03

DATE ISSUED:	Sept. 9, 1976	Jan. 15, 1996
	May 8, 1980	July 15, 1996
	May 20, 1981	Aug. 18, 2003
	Nov. 19, 1990	April 23, 2007

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SUBJECT: FOOD SERVICE PERSONNEL

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APPOINTMENT

The appointment of food service personnel shall be made by the Board of Education upon the recommendation of the Superintendent of Schools.

ASSIGNMENT

The assignment, with the general duties of each position, shall be the obligation of the Superintendent of Schools.

CLASSIFICATION: (LEAD COOK)

QUALIFICATIONS:

1. Comply with School Board policy and any federal or state laws regarding physical requirements.
2. Knowledge of sanitary procedures and proper handling of food products.
3. Must be able to work with school personnel, fellow workers, and students, on successful operation of the school food service program.
4. Must be able to perform tasks involving moderate lifting (up to approximately fifty pounds).
5. Must be able to stand for several hours on cement floors.
6. Must be able to work in very warm environment and, for short periods of time, in refrigerated units.
7. Must demonstrate ability to read and comprehend written instructions and perform basic math computations - high school diploma desirable.

REPRESENTATIVE DUTIES AND RESPONSIBILITIES:

1. Prepare or direct preparation of all foods on menu, using standardized recipes based on standard portion size.
 - determine the quantities of each food to be prepared daily for Jr./Sr. high school and elementary school.
 - Determine the size of serving to meet the necessary age requirements per government standards.
2. Instruct and supervise food service personnel and student helpers involved with preparation and service.
3. Maintain production records needed to operate food service programs effectively.
4. Maintain high safety and sanitation conditions in work and storage areas.
5. Order all necessary food or supplies.
6. Plan menus - taking into consideration government commodities, present inventory and budget.
7. Work closely with servers to ensure smooth operations.
8. Attend and participate in meetings and/or classes in food preparation and service, equipment care and use, sanitation, safety standards, nutrition, menu planning and evaluations, work simplification, food purchasing and storage and other courses as available.
9. Perform related duties as assigned.

RESPONSIBLE TO: District Administrator

COOK

QUALIFICATIONS:

1. Comply with School Board policy and any federal or state laws regarding physical requirements.
2. Knowledge of sanitary procedures and proper handling of food products.
3. Must be able to work with school personnel, fellow workers, and students, on successful operation of the school food service program.
4. Must be able to perform tasks involving moderate lifting (up to fifty pounds).
5. Must be able to stand for several hours on cement floors.
6. Must be able to work in very warm environment and, for short periods of time, in refrigerated units.
7. Must demonstrate ability to read and comprehend written instructions and perform basic math computations - high school diploma desirable.
8. Must demonstrate knowledge of quantity baking.

REPRESENTATIVE DUTIES AND RESPONSIBILITIES:

1. Prepare, cook or bake (using standardized recipes), cut, pack and mark food products.

2. Use appropriate equipment (measuring utensils, scales, mixer and attachments, convection oven, bread slicer, etc.) for work assignments.
3. Maintain and clean all utensils and equipment used in food preparation.
4. Set up serving line in attractive and efficient manner.
5. Assist in serving food according to specified portion control.
6. Assist in cleaning, cafeteria tables, service area, washing dishes, pots and pans and help in dish room.
7. Recommend menu suggestions to head cook.
8. Attend and participate in in-service education, especially those related to cooking, baking, serving, sanitation, etc.
9. Perform related duties as assigned.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: SHEET 1 OF 1 FILE NO. 4.04
DATE ISSUED: Sept. 9, 1976 April 23, 2007
May 8, 1980
May 20, 1981
Aug. 18, 2003

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SUBJECT: ADMINISTRATIVE ASSISTANTS

APPOINTMENT

The appointment of administrative assistants shall be made by the Board of Education upon the recommendation of the Superintendent of Schools.

ASSIGNMENT

The assignment, with the general duties of each position, shall be the obligation of the Superintendent of Schools.

CLASSIFICATION

DISTRICT BOOKKEEPER - Keep records of all employees' payroll information. Process payroll. Prepare monthly and quarterly reports, i.e., retirement, social security, tax and insurance, etc. Supervise preparation of invoices for payment. Monitor the receipts and expenditures of activity accounts. Have background knowledge as to the coding structure of the Wisconsin Uniform Financial Accounting Requirement System. Direct responsibility will be to the Superintendent of Schools.

DISTRICT ADMINISTRATIVE ASSISTANT - Prepares invoices for payment. This secretarial position will also be responsible for the receipt and expenditure ledgers of the various activity accounts. Make transportation arrangements for extra-curricular activities. The Administrator's secretary will act as the office receptionist. Direct responsibility will be to the Superintendent of Schools.

BUILDING ADMINISTRATIVE ASSISTANTS - Do general typing, duplicating, care of student records, pupil insurance claims, and other general responsibilities. Direct responsibility will be to the building principal.

It is to be understood that all administrative assistants will work as a unit in providing their professional skills in meeting the needs of administrators and students. Their responsibilities will not necessarily be restricted to the job description, and in order to provide this service to personnel and students, their work responsibilities will at times overlap to obtain this objective.

ELIGIBILITY

1. Have the ability to perform the job requirements in a satisfactory manner.
2. Possess good health and be physically able bodied.
3. Be a citizen of the United States.
4. Must enjoy working with other people and must have a natural ease in dealing with students, staff and members of the public with whom they will be in contact.

HOURS

The administrative assistants will work a forty hour week Monday through Friday during the academic year as established by the Superintendent of Schools. When school is not in session during the summer months a thirty five hour week will be in effect for a total of 1,971 hours/school year.

As a part of the salary agreement it is understood that administrative assistants will be expected to work beyond their work day as emergencies or school activities might dictate.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: SHEET 1 OF 1 FILE NO. 4.05
DATE ISSUED: Sept. 9, 1976 April 23, 2007
UPDATED: March 18, 1996
Aug. 18, 2003

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SUBJECT: PARAPROFESSIONALS

APPOINTMENT

The appointment of teacher paraprofessionals shall be made by the Board of Education upon the recommendation of the Superintendent of Schools and the Principals.

ASSIGNMENT

The assignment, along with the general duties, shall be the obligation of the Superintendent of Schools and the Principals. Direct responsibility will be to the building principal and to the teacher they're assisting.

ELIGIBILITY

1. Have the ability to perform the job requirements in a satisfactory manner.
2. Possess good health and be physically able bodied. A medical examination including a test for tuberculosis shall be required. The cost of such examination, not to exceed the customary fees of the Clinic, will be paid by the Cornell School District.
3. Be a citizen of the United States.
4. Must enjoy working with other people and must have a natural ease in dealing with students, staff and members of the public with whom they will be in contact.

HOURS

The paraprofessionals will work the hours as established by the Superintendent of Schools and the Principals.

INSURANCE BENEFITS

The following insurance programs are available to paraprofessionals.

1. WORKMAN'S COMPENSATION - Employees are covered by provision of the Workman's Compensation Act. When injured, an employee must fill out a special form which is obtained in the office of the Superintendent of Schools.
2. GROUP LIFE INSURANCE - The employee may participate in the Life Insurance Plan for Employees of Wisconsin Municipalities as provided through the Wisconsin Group Insurance Board. The Board will contribute 20% of the premium for such life insurance.

ABSENCES

1. Paid time off (PTO) days: Paraprofessionals employed over 4 hours per day will receive 10 cumulative paid PTO days per year.

RETIREMENT

The Cornell School District will pay the legal requirement of the staff member's earnings as their portion to the Wisconsin Retirement Fund.

REFER TO: Wis. Stats.
DATE ISSUED: March 17, 1997
June 2, 2003

SHEET 1 OF 1

FILE NO. 4.06

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SUBJECT: PARAPROFESSIONAL JOB DESCRIPTION

The direct supervision of the Special Education paraprofessional is the responsibility of the building principal. The coordination, direction, and schedule for the aide are the responsibility of the Special Education teacher(s).

Job Summary

Performs a combination of instruction, other IEP services, and clerical tasks to assist the teaching staff and the students.

Job Responsibilities:

1. As directed by the teaching staff, monitor/supervise students in classrooms, Art and Music, independent study settings, P.E., IMC, detention, lunchroom, playground, on field trips, during special school activities, and may transport Special Education students to/from the school and/or bus.
2. Assist students in following teacher directives.
3. Provide one to one or small group instruction under the direction of a teacher/ assist in other activities related to instructional programs that reinforce new concepts already introduced.
4. Assist in a variety of clerical tasks, e.g. take attendance, check and score objective student work, chart behavioral data, score and record assessment data, keep an anecdotal log of student behaviors.
5. Assist in transporting on school bus or school vehicle.
6. Transport Special Education students in a wheelchair to necessary areas within the school building or on school property.
7. Supervise Special Education students for safety
8. Assist with toileting, feeding, dressing and undressing and other self-care needs and assist students to develop independent skills in these areas.
9. Provide for first aid and health care needs under the supervision of the school nurse.
10. Provide related services under the direction of the OT and PT.
11. Support Specially Designed Physical Education.
12. Assist in maintaining behavior control of children who may need to be closely monitored.
13. Intervene appropriately with students who are acting unsafe, disrespectful, unkind, or off task.
14. Follow school handbook, IEP and/or Behavior Intervention Plans for behavioral interventions.
15. Attend IEP meetings to serve as an active member of the team to develop IEP goals and services as requested. Attend other special meetings as requested.
16. Under the direction of the teacher or principal, may contact parents to report student illness, detainment, to collect information from parent such as reason for absence or tardiness.
17. Communicate effectively with parents and other adults who work with these students.
18. Model respectful and professional behaviors.
19. Maintain CONFIDENTIALITY regarding students per district policy.
20. Assume other responsibilities as deemed necessary by building principal.
21. Other duties as assigned by the building principal.

The Special Education Paraprofessional is responsible for DPI certification.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 118.14 SHEET 1 OF 1 FILE NO. 5.01
DATE ISSUED: Jan. 24, 1979
 Mar. 19, 1986
 Dec. 19, 1995
 Dec. 16, 2002
 April 26, 2010

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SUBJECT: ADMITTANCE

4 YEAR OLD KINDERGARTEN

No child may be admitted to a 4 year old kindergarten unless he or she is 4 years old on or before September 1st in the year he or she proposes to enter school. ss 118.14(1)(c) No exceptions.

5 YEAR OLD KINDERGARTEN

- a) No child may be admitted to a 5 year old kindergarten unless he or she is 5 years old on or before September 1 in the year he or she proposes to enter school. ss118.14(1)(b)

Exception: Those students who move into our district from other districts must be accepted where they were placed in their previous school.

- b) A certificate of the child's birth will be required as evidence of age.

GRADES 1-12

No child may be admitted to the 1st grade unless he or she is 6 years old, on or before September 1 in the year he or she proposes to enter school. ss118.14(1)(c)

- a) Pupils who have successfully completed the previous grade may enter or enroll on the succeeding level.
- b) Non-resident pupils may enter after consultation with the Supt. and Principal and shall be charged tuition as provided by state law if they are not enrolled under open enrollment or a tuition waiver.
- c) High School pupils shall pursue courses as prescribed by the Approved Course of Study, after which they may complete their program from the list of selective courses. Parental approval, by signature, of the courses selected is required.

EARLY ADMITTANCE TO 5 YEAR OLD KINDERGARTEN OR FIRST GRADE

- a) Application shall be made in writing by the parent to the local school district administrator.
- b) A personal interview shall be held to determine the parent's reasons for requesting entrance prior to the legal age.
- c) An evaluation of the child's potential to benefit from early admission to first grade or 5 year old kindergarten shall be required. The evaluation shall consider emotional stability, social and mental maturity and physical health. The individual evaluation shall be conducted by a certified school psychologist. The evaluation shall be at no cost to the parents.
- d) After the evaluation in (c) has been completed, a conference shall be held with the parents to consider the appropriateness of early entrance into first grade or 5 year old kindergarten.
- e) The school district has the final authority for deciding whether or not the child is to be admitted to 5 year old kindergarten or first grade.

REFER TO:
DATE ISSUED: Mar. 19, 1990
Sept. 18, 1995
March 16, 1998
August 16, 1999

SHEET 1 OF 1

FILE NO: 5.011

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SUBJECT: ENTERING/RE-ENTERING FROM HOME BASED INSTRUCTION

1. Any student who has been in attendance in a home-based educational program for a period of one semester or more and who wishes to enter/re-enter the School District of Cornell will be required to take an examination to establish grade placement. The Administration may require documentation of curriculum and instructional hours as outlined in the statutes. Specifically, parents may be required to demonstrate the assurances they agreed to in making application to the Department of Public Instruction for a home-based program:

- a) Assurances that they have a copy of the home-based school calendar, daily or weekly schedules or other materials verifying 875 hours of instruction.
- b) Assurance that they have a course outline listing such things as goals, objectives, instructional activities, printed materials and audiovisuals to document a sequentially progressive curriculum of fundamental instruction for each of the six mandated subject areas: reading, language arts, mathematics, social studies, science, health.

2. The examination to be used shall be determined jointly by the principal and the faculty teaching at the appropriate grade levels and/or courses. The exam shall be composed of questions which test the student's knowledge of language arts, (English), mathematics, reading, science, and social studies. Criterion referenced, semester and standardized tests presently used by the school district shall be used for this purpose.

3. Placement recommendation shall be at the grade level felt to be appropriate to the student's chronological age, knowledge, and/or social maturity as viewed by the school administration. Grade placement will be determined by:

- a) student achievement of the 35th percentile or above on appropriate tests used in the school district and;
- b) passing scores (D or above) on appropriate semester exams.

4. The examinations shall be administered by school staff.

5. In the event there is an appeal on behalf of the student regarding the placement (grade level), a written appeal may be made to the Board of Education of the School District of Cornell within 10 days of the placement decision. The decision of the School Board shall be considered as final by all parties.

6. School scholarships are not available to students from home-based schools who have not attended the School District of Cornell High School for a minimum of 4 full semesters, one of which must be the final semester.

7. Senior high school aged youths enrolled in a home-based instruction program, under the provisions of WI. Statute 118.145(4), may take up to two courses during each school semester, at Cornell High School, if they meet the regular admissions criteria, and if there is sufficient space in the classroom. The provisions of Statute 118.145 (4), and the statute, will be followed.

- A. Applications for part-time enrollment must be received, in the high school office, at least one month before the semester class is scheduled to begin.
- B. Transportation will not be provided by the Cornell School District.
- C. Part-time students may use the high school library, for research, but will not be eligible for participation in any extra-curricular activity. The high school principal will make any decisions related to part-time student extended class involvement, i.e., a field trip to the school forest.

REFER TO:
DATE OF ISSUE: APR. 16, 2001

SHEET 1 OF 1

FILE NO. 5.012

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SUBJECT: NEW STUDENT ADMITTANCE

Minor students wishing to enter the Cornell School system must be living with one of their parents or have a legal guardian. A legal guardian is defined as not being the natural parent of the child. This can come about in two ways.

1. The court may appoint a guardian to make all decisions (both legal and school) for the minor child.
2. The person may apply for school guardianship, which is obtained through an attorney. This guardianship allows the person involved to make all decisions about the school life for the minor child. If the child is living with someone other than their parent, proof of legal guardianship (legal or school) has to be provided by the person to the school prior to being accepted by the school.

Cases not falling into either of the above categories will be handled on an individual basis without reference being used from other cases.

REFER TO:

SHEET 1 OF 2

FILE NO. 5.02

DATE ISSUED: July 14, 1976

Dec. 18, 1978

Jan. 23, 1979

Sept. 24, 1980

July 20, 1988

Dec. 18, 2001

Feb. 18, 2002

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SUBJECT: STUDENT ATTENDANCE

College admissions offices and future employers use attendance records as a means of determining an applicant's dependability and good citizenship. Attendance records are on your report cards and permanent record forms - they follow you all your life.

To achieve your best in school, regular attendance is necessary. Every effort should be made not to miss school unless it is absolutely necessary.

1. COMPULSORY ATTENDANCE AGE

- A) In accordance with state law, all children between 6 and 18 years of age must attend school full time until the end of the term, quarter, or semester in which they become 18 years of age unless they have a legal excuse.
- B) Any child who has reached the age of 16 may be excused from school attendance with the consent of the child's parent or guardian as long as they pursue further education in accordance with state law. This written agreement shall be approved by the School Board, Administration, student and parents/legal guardian. Any student who withdraws from school under the law, has the right to be readmitted to school upon request so long as the student remains of school age. The board shall specifically inform the student who withdraws from school of this right for re-admittance.

2. SCHOOL ATTENDANCE OFFICER

- A) The building principal or the principal's agent at each of the district's schools is designated to deal with matters relating to school attendance and truancy.
- B) The "School Attendance Officer" of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused.
- C) Annually, on or before June 15, each building principal shall determine how many pupils enrolled in their school were absent in the previous year and whether the absences were excused. This information will be submitted to the District Administrator who shall notify the state superintendent of the determination.
- D) The "School Attendance Officer" in each school shall notify the parent or guardian of a child who has been truant, of the child's truancy and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second day after receiving a report of an unexcused absence and may be made by personal service, mail, e-mail or telephone call of which a written record is kept.
- E) The "District Administrator" in cooperation with each "Attendance Officer" will visit any place of employment in the school district to ascertain whether any minors are employed there contrary to law. The "District Administrator" will provide information regarding the attendance of any child between ages 6 and 18 who is a resident of the school district or who claims or is claimed to be in attendance at a private school located in the school district.

3. STUDENT ABSENCES, EXCUSES AND PARENT RESPONSIBILITY

- A) Leaving school without permission and playing truant is strictly forbidden. Every such instance shall be reported to the principal for action.
- B) Parents are requested to call in any absence or tardiness to the school office between the hours of 7:30 and 8:10 A.M. The office should be notified of any anticipated absence as soon as possible, so that the standard procedure for advance make-up slips can be followed. Such excuses will be acceptable only for the following reasons:
 - 1. Personal illness of the pupil.
 - 2. Family emergency causing need for pupil's help.
 - 3. Avoidance of exposure to severe weather.
 - 4. Two valid reasons per semester, that can not be accumulated, when the student is under the direct supervision of their parent, guardian other responsible adult as approved by both the parent or guardian and administration.

NOTE: When deemed insufficient, the teacher or principal shall mark the record "Not Accepted".

- C) The following will be considered unacceptable reasons without parental verification that they were unavoidable:

1. Missing the bus
2. Car trouble
3. Over-sleeping

4. STUDENT RESPONSIBILITY

- A) Students are required to attend all their scheduled classes and study halls, unless they have obtained parental permission and a pass approved by the building principal or the principal's agent.
- B) If there has been no parent notification on the day of absence, then upon returning to school, students who have been absent are required to bring a written explanation of the absence from their parents or guardians, unless the absence has received prior approval from the building principal or the principal's agent.
- C) Students with acceptable absences are entitled to make-up work missed and are responsible for doing so.
- D) Students with unexcused absences will not be allowed to make up work missed.
- E) Students that are of legal age (18) and living with their parents/guardian fall under the auspices of this policy. This means prior notification to the school if a student is going to be absent and a note signed by the parent/guardian if a student wishes to leave school during the school day. Notes written by a student for himself/herself will not be accepted.
- F) Students who are of legal age(18) and do not live with their parents/guardian can declare their independence by filling out a form whereby both the parent/guardian gives legal aged students the right to sign his/her own passes to leave school and reasons for excuses from school. Reasons for acceptance of notes fall under 3b of this policy. If no form is filled out, section 4e will prevail.

5. SCHOOL RESPONSIBILITY

- A) Parents of elementary students will be notified of all absences and tardiness which were not reported to the school office in advance.
- B) When a student has, in view of the administration excessive absences, an attendance notification letter will be sent to his/her parents or guardians.
1. An administrative review of the case will be held and will consider the following:
 - a) Parent input - in person or by telephone.
 - b) School input - academic, social/emotional.
 - c) Medical input.
 2. If necessary, a personal parent conference will be requested by the building principal or the principal's agent to discuss the following options:
 - a) Educational counseling
 - b) Evaluation of the student to determine possible learning problems.
 - c) Evaluation of the student to determine possible social problems.
 - d) Home visitation.

6. LEGAL REFERRAL

A legal referral may be initiated if a poor attendance pattern has continued and if the building principal or the principal's agent has completed the following:

- A) Met with the child's parent or guardian to discuss the child's truancy or has attempted to meet with the child's parent or guardian and been refused.
- B) Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would receive the child's truancy and have considered curriculum modifications under sec. 118.15 (1(d)).
- C) Evaluate the child to determine whether learning problems may be a cause of the child's truancy, and if so, have taken appropriate action or made appropriate referrals.

7. TEACHER RESPONSIBILITY

Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the effect class attendance has on student progress.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats.
DATE ISSUED: July 26, 2010

SHEET 1 of 1 FILE NO. 5.03

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SUBJECT: BULLYING

Bullying is defined as any consistent, conscious, willful, deliberate, or hostile activity through the use of words and/or actions intended to do harm, humiliate, or intimidate another person.

Such activities shall not be tolerated on the Cornell School District grounds, buses or at any school-related activity.

The school district expects everyone, no matter what age, to treat other people with respect, fairness and consideration.

The school board expects district employees to properly instruct and supervise students under their charge. Staff who witness or suspect that students are being bullied should intervene as soon as possible.

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

If the action after intervention does not stop, the staff needs to remove the student doing the bullying from the classroom, hallway or area by sending him/her to the principal's office along with what has happened and what the intervention was to that point in time.

The principal will investigate the allegations and keep a record of all bullying behavior referred to the office, which will be kept on file with the following information: what the investigation indicated; investigations used and consequences, if any. The principal will take immediate action to try to make the bullying stop and explain to the person what the ramifications are if the actions continue.

Both staff and administration need to make sure that the victim feels safe.

Students who bully others will have consequences that align with those listed in the student handbook under Discipline and may include any of the following: reprimand, detention, suspension or expulsion. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Principals shall review the anti-bullying policy with both students and staff as deemed necessary.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 121.004(5) SHEET 1 OF 1 FILE NO. 5.051
 121.004(8)
DATE ISSUED: Oct. 16, 1978
 Nov. 14, 1979
 May 18, 1998

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SUBJECT: FULL-TIME STUDENTS

DEFINITION

A full-time student in the Cornell School District will be one who is attending during the school hours as established for their particular grade level with the following exceptions:

9th & 10th grade students will be required to take at least 6 credits each year.

11th & 12th grade students will be required to take at least 6 classes each year.

Some variations of the above requirements may be made by the Principal or Superintendent when long illness, a transfer student, or other extenuating circumstances make it necessary.

Students released for work less than 1/2 day for educational reasons and meeting the required criteria will be considered full time students.

Students who are enrolled by the Cornell School District in full or part-time programs outside the district's facilities in order to meet their specific needs and/or desires will be considered as full-time students.

REFER TO:
DATE ISSUED: APR. 16, 2001

SHEET 1 OF 1 FILE # 5.052

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FAMILY PLANNING AGENCY EXCUSES

The school shall recognize all data private rules set up by an accredited family planning agency for minor students. This means a student shall be released for family planning services if he/she chooses, and the school cannot tell the parents of such happenings. If the parents do not want this to happen, they must put forth in writing an objection to the school for such release.

The school shall not take any responsibility for a student leaving the school to travel to another town in an unsupervised situation to obtain any of these services.

If a student leaves without permission from the school, he/she will be subject to the Truancy rules until such time they receive a note from the family planning service. This means the school shall call the parents and the police if the student leaves school without permission. It also means that a punishment stated under the Truancy section of the Student Handbook will be enforced unless a pass has been signed by a family planning agency. When this happens, the Truancy penalty shall be lifted.

The family planning service excuse does not override section Motorized Vehicles (XIX E) of the Student Handbook. It states, "No student may be a passenger in another student's vehicle during school hours unless written permission has been obtained from parents of both students." If a student wishes to go to a family planning agency with another student, the rule above prevails or they must drive themselves.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE OF ISSUE: Apr 23, 2018

SHEET 1 OF 2 FILE NO. 5.053

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SUBJECT: EARLY COLLEGE CREDIT PROGRAM

High school students who meet the eligibility requirements defined in applicable statutes, regulations, and District guidelines, and who submit timely and complete applications and notices, may be permitted to enroll in one or more courses at an institute of higher education through the Early College Credit Program.

The Superintendent or MS/HS Principal or an administrative-level designee shall be responsible for (1) ensuring that the district appropriately processes requests/applications related to the Early College Credit Program; and (2) determining whether the district will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator includes, but is not limited to, the authority to make or approve the following determinations on behalf of the district:

1. Whether a student meets the minimum eligibility criteria established in state law and the District.
2. Whether a proposed course is comparable to a course already offered in the District.
3. Whether the proposed course and any resulting credit meets any of the district's high school graduation requirements; and
4. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course, and, if so, the amount of high school credit.

Initial Applications and Notices Students Are Required to Submit

Students interested in enrolling in an Institution of Higher Education (IHE) for the purpose of taking one or more nonsectarian courses under the Early College Credit Program must do all the following to start the application process.

1. Submit a timely and complete application directly to the applicable IHE in the semester prior to the semester or session in which the course is scheduled to begin. The student must adhere to all application deadlines and other related requirements established by the IHE; and
2. Submit a timely and complete written notice to the District that identifies the student's intent to take one or more courses under the Early College Credit Program. A separate notification form must be completed and processed for each IHE semester/session in which a student intends to take a course.
 - a. The initial notification form must be submitted to the District by March 1st if the student intends to enroll at the IHE in the subsequent fall semester, by October 1st if the student intends to enroll in the subsequent spring semester, and by January 1st if the student intends to enroll in the subsequent summer semester/summer session.
 - b. In addition to any other information required on the form, the initial notice must identify the name of the IHE the student plans to attend, the titles of the course(s) in which the student intends to enroll, the number of postsecondary credits of each course, and whether the student will be taking the course(s) for high school credit, postsecondary credit, or both.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law and as applicable to each course that a student takes under the Early College Credit Program, the District shall pay the appropriate tuition amount to the IHE and such other costs (if any) as may be specified by law. The student or the student's parent or guardian shall pay the amounts (if any) specified as the student's responsibility for each course under state law and District's policy. The following also apply:

1. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course is responsible for paying the tuition and fees for the course.

2. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student's parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student's family under standards and procedures set by the Department of Public Instruction. If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making such 25% payments to the District.
 - a. The student or his/her parent or guardian must make payment for such courses via a bank (cashiers) check, made payable to the Cornell School District. Payments attempted in other forms including in U.S. currency, are not acceptable and will be refused or returned to the payor.
 - b. Payment is due in full within 30 days of the date on which the class begins. The student shall have no other outstanding obligations to the District that are in arrears.
 - c. If the District receives payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's actual payment obligation, the District will refund the appropriate amount to the student or his/her parent or guardian. If the amount received as a payment does not meet the amount of the student's actual payment obligation, the student or student's parent or guardian shall make an additional payment within 10 days of written notice.
3. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if an adult, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program, the Early College Credit Program and from participating in the high school graduation ceremony.
4. In order for a student to avoid a payment obligation (where applicable) for a course taken through the Early College Credit Program, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's deadline for doing so such that the IHE will not charge the District any tuition for the course.
5. Unless otherwise required by law, the District is not responsible for providing transportation to IHE courses taken under this policy or paying for transportation-related costs.

Satisfaction of Graduation Requirements; Awarding High School Credit for College Courses; and Course Comparability Determinations

Pending the development of any new state regulations applicable to the Early College Credit Program that address the granting of high school credit for a course taken at an IHE under this policy, the satisfaction of high school graduation requirements, and/or the determination of whether a course offered by an IHE is comparable to a course offered in the District, or the adoption of other specific local standards for making such determinations within the Early College Credit Program, the District shall apply the mandatory and discretionary standards of the Wisconsin Administrative Code.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:

SHEET 1 of 1

FILE NO: 5.055

DATE OF ISSUE: Dec. 15, 2003
May 16, 2005
October 28, 2019

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SUBJECT: GPA/CLASS RANK POLICY

It is permissible for school districts to set eligibility criteria for class ranking and honors, providing it does not arbitrarily discount or exclude grades received from students with disabilities or receiving special education services. The use of "core courses" is allowed where all students have the opportunity to take such courses. In order for a student to be a part of the class rank, he/she must complete four of the following seven classes without them being noted as modified:

English, Social Studies, Biology, Chemistry, and one of the following math classes: Algebra, Geometry, Advanced Algebra OR equivalent courses of a transfer student.

Cornell High School will maintain a list of class rank based on grade point average.

Modifications include changes in the level of work assigned that differs significantly from those represented by the state's academic standards. Modified grades for a student receiving special education services should be determined collaboratively by the IEP team and should be addressed in the IEP. Any course that has been modified for a student shall be noted as such on the student's report card or transcript with an asterisk, but may not identify the student as having a disability or receiving special education services.

A clarification between modifications and accommodations is as follows:

Modifications:

1. Fundamentally alter or lower the standard or expectation of the course.
2. Simplifying materials for a lower level of understanding.
3. Provides work that has simplified vocabulary, reducing reading level, etc...

Accommodations:

1. Do not fundamentally alter or lower the standard or expectation of the course.
2. Do not require a different grading system.
3. Include: pacing, changing the environment, different teaching approaches, assisting technology, use of taped text, word processors, Braille text, highlighted material, extra time, test adaptations, etc...

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 118.13
DATE OF ISSUE:

SHEET 1 OF 1

FILE NO. 5.056

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SUBJECT: STATE ACADEMIC SCHOLARSHIP PROGRAMS

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The State of Wisconsin has taken legislative action to provide scholarships to a top academic scholar and a senior who has the highest demonstrated level of proficiency in technical education subjects.

The selection criteria for the top academic honor, the **Academic Excellence Scholarship** (AES), is governed by State Statute 39.41(lm)(a), is as follows:

1. Annually, by February 15th the school board, or its designee, will name the 12th grade pupil who has the highest-grade point average, based on seven high school semesters.
2. The school board, or its designee, will notify the Higher Education Aids Board (HEAB) of the name of the senior selected.

If two or more seniors have identical grade point averages, the AES award will be selected based on the following criteria, in order as stated:

1. If two or more students have the same GPA, the student with the highest ACT Composite scores as of January of their senior year.
2. If two or more students have the same GPA and ACT Composite score, the student with the highest GPA point total. GPA points take into account the number of credits and the grade in each course.
3. If two or more students have the same GPA, ACT Composite and GPA point total, the student with the highest GPA point total for distance learning courses taken through first semester of their senior year.

The **Wisconsin Technical Excellence Scholarship** (TES) recipient will be selected annually by February 15th; the school board or its designee will notify the HEAB of the recipient. Eligible candidates compete for the scholarship by submitting a TES nomination form to the school board designee by February 1st. To be eligible, a senior must have applied to a technical college within the Wisconsin Technical College system. Selection of eligible candidates will be determined using a point system.

Points toward earning the scholarship are earned as follows:

- One point for each credit earned in high school in a Career and Technical Education (CTE) course; one additional point per credit for each 'A' earned in a CTE course. CTE courses are all those taught by a business, agriculture, technical education, family, and consumer education teacher, as well as courses taught by a math or science teacher that are directly linked to technical college programs.
- One point for completion of an industry-recognized certification or training program.
- If students emerge with tied scores, CTE grades will become the tiebreaker.

To be eligible for the AES or TES scholarship, the student must attend the Cornell School District for a minimum of 4 full semesters, one of which must be the last semester.

LEGAL REF: Wisconsin Statutes - 39.41(lm)(a); 118.13

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 118.33

SHEET 1 OF 1

FILE NO. 5.06

DATE ISSUED: Jan. 4, 1984

Jan. 25, 1984

Nov. 28, 1984

Sept. 25, 1985

Apr. 16, 1986

Apr. 20, 1988

May 18, 1998

May 7, 1999

Dec. 18, 2001

March 10, 2003

March 19, 2007

Dec. 28, 2009

April 22, 2013

November 24, 2014

November 23, 2015

October 26, 2020

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SUBJECT: GRADUATION REQUIREMENTS

1. A minimum of 24 credits will be required for graduation. Courses required within this total are as follows:

a) 4 credits - English

b) 3 credits - Mathematics - May include Accounting for up to one (1) local Math Credit.

c) .5 credit - Personal Finance

d) 3 credits - Social Studies which must include .5 of American Government.

e) .5 credit - Health (grades 7-12)

f) 3 credits - Science - May include Ag classes for up to one (1) local Science credit.

g) 1.5 credits - Physical Education - ½ credit core class beyond required courses may be substituted in lieu of ½ credit of PE if a season in a sport is completed.

2. Some variations of the above requirements may be made by the principal when long illnesses, a transfer student, or other extenuating circumstances make it necessary.

3. Beginning in the 2016-17 school year, in order to receive a high school diploma a student must take, during the high school grades, a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. The student must correctly answer at least 60 of those questions. Students are allowed to retake a test an unlimited number of times in order to achieve a passing score. Students with disabilities who have an IEP must complete the test, but cannot be required to pass the test in order to graduate. A limited English proficient student must be permitted to take the civics test in the student's language of choice. The civics test requirement also applies to students who are seeking a GED or high school equivalency diploma.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

SHEET 1 OF 2 FILE NO. 5.07
DATE ISSUED: January 22, 2018
 November 23, 2020

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SUBJECT: EARLY GRADUATION REQUIREMENTS

CORNELL SCHOOL DISTRICT
EARLY GRADUATION POLICY

A student may be allowed to graduate in three and one-half years if a satisfactory program can be worked out with the student, parents/guardians of the student, guidance counselor, and the principal.

1. 24 credits are required to graduate.

Included in these credits are : four (4) credits in English; three (3) credits in science; three (3) credits in social studies, one half (.5) credit of American Government); a passing grade on the Wisconsin State Civics test; three (3 credits) in mathematics; one and one half (1 ½) credits in physical education; one-half (1/2) credit in health, one-half (1/2) credit in Personal Finance.

2. A student may apply for early graduation. Students who wish to complete their high school education in less than eight semesters may receive permission to graduate early. Requests to graduate early shall be acted on by the High School Principal and shall be approved on a case-by case basis.

3. If a student is unable to take a required course offered by the district, they may purchase the required course at their expense in order to graduate early.

4. Students graduating early shall receive their diploma at the end of the school year in which they complete district graduation requirements.

5. The following steps are required:

- A. The student must file a request, including specific reason(s), for early graduation prior to the second semester of their 11th grade year.
- B. The parent/guardian of the student must also sign the request for early graduation.
- C. A conference involving the student, counselor, and principal will be held.
- D. All of these requests and signatures must be filed with the high school principal.

6. The student may only graduate one semester early.

7. Only one commencement will be held each year and those fulfilling requirements early will be eligible to participate in the year-end commencement. In being granted this early graduation, the student also agrees to accept the following conditions:

- A. If the student is placed on detention, he/she will serve on the nights assigned without argument.
- B. Those individuals who graduate in January will not be permitted to take part in any organized school activity (such as athletics, field trips, youth options, etc.), with the exception of Prom and the graduation activities (Honor's Banquet, Lock-in etc.).

School District of Cornell
Early Graduation Request Form

It is understood that if any of these conditions are voided the early graduation will be terminated and the student will be required to spend the entire school year in regular attendance.

I _____ request the opportunity to graduate
(Please print your name)
from Cornell High school at the end of 1st semester of my senior year.

Specific reason(s) for requesting earlier graduation:

Student signature

Date

Dear Parents/Guardians:

This policy is not being advocated by the School Board or Administration. It only sets up some guidelines to follow for those students who wish to be considered for possible early graduation.

It is the feeling of the Board of Education and Administration that high school is and should be a full four year experience. The Cornell High School has a variety of course offerings that students may select. We feel our course offerings will help a student be academically challenged for a full four years of high school.

Please acknowledge this form by signing it and return it, giving your parental permission for your student to apply for early graduation.

Parent signature

Date

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO

SHEET 1 OF 1

FILE NO. 5.08

DATE ISSUED: July 14, 1976
July 23, 2002
Jan. 16, 2006

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SUBJECT: STUDENT INTERVIEWS

The police or other law enforcement will not interview students on school property for non-school, non-emergency related issues.

Individual pupils may not be interviewed by any person except a school employee without approval of the administrative staff or guidance director.

REFER TO:
DATE ISSUED: May 20, 1982

SHEET 1 OF 1

FILE NO. 5.081

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SUBJECT: MEDICATION

1. Pupils requiring medication at school shall be identified by parents to the principal of the school he attends. He, in turn, shall assume authority for involving designated school personnel in administration of the medication. This does not prohibit the older and reliable pupil from assuming the responsibility himself with the approval of parents and physician.
2. After identification of the pupil, the principal shall make a parental contact to identify the type, dosage, and purpose of said medication.
3. Written statements shall be required of:
 - a. The physician, who shall specify medication, dosage, frequency, possible side effects, and length of time to be given.
 - b. The parents, who shall request and authorize the designated school personnel to give medication in the dosage prescribed by the physician.
 - c. If more knowledge is needed by the school authorities to exercise prudent judgment for the safety and protection of the pupil on medication, permission should be obtained from the parents to contact the physician directly.
4. The physician or pharmacist shall be requested by the parents to supply a properly labeled bottle of medication for the school authorities. The prescribed medication shall be kept in a locked cubicle or other safe place at school. The label on the bottle shall contain the name and telephone number of the druggist, and the dosage to be given. Taking this medication shall be supervised by designated school personnel at a time conforming with the indicated schedule. This medication will remain at school as long as the student is required to receive it, so duplicate containers, one for home, and one for school use are required.
5. It is important that an accurate and confidential system of record keeping be established for each pupil receiving medication.
 - a. A list of pupils needing medication during school hours, including the type of medication, the dose, and the time to be given, will be kept in the principal's office. This list should be reviewed periodically.
 - b. The classroom teacher and/or other school personnel may be asked to record unusual behavior of the pupil on medication.
 - c. An individual record for each pupil receiving medication shall be kept and will include the dosage, effects, changes, continuance or disruption.
6. School personnel should under no circumstances provide aspirin or any other medicine to students without meeting the criteria in 1 to 5 above.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE ISSUED: July 14, 1976
Aug. 18, 2003

SHEET 1 OF 1

FILE NO. 5.09

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SUBJECT: NAME LISTS

No employee of the school may furnish lists of names and addresses of pupils to anyone other than school officials. The administration or guidance director may authorize the release of the lists of names of the junior/senior class to local schools and colleges, to military authorities, and such other agencies if in his/her judgment such agencies offer opportunities of sufficient merit to interest high school graduates.

REFER TO:
DATE OF ISSUE: DEC. 15, 1997
DEC. 17, 2007
APRIL 23, 2012

SHEET 1 OF 2
November 23, 2015

FILE NO. 5.10

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SUBJECT: OPEN ENROLLMENT POLICY

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The School District of Cornell will accept/enroll non-resident students into its schools on a full-time or part-time basis and resident students on a part-time basis according to the following procedures and criteria and all applicable state laws and DPI administrative rules. In this policy, a resident student is defined as a student who lives in the Cornell School District and a non-resident student is defined as a student who lives in Wisconsin, but outside of the boundaries of the Cornell School District. In this policy, the school district that the non-resident student lives in is referred to as the non-resident district.

APPLICATION/ACCEPTANCE/REJECTION CRITERIA FOR NON-RESIDENT STUDENTS SEEKING ENROLLMENT IN CORNELL SCHOOLS ON A FULL-TIME BASIS OR PART-TIME BASIS AND RESIDENT STUDENTS SEEKING ENROLLMENT ON A PART-TIME BASIS.

The Board will make its decision to accept or reject each application for enrollment based on:

a) Preference given to non-resident students already attending schools in the district and their siblings.

b) The timely submittal of the required application. Applications for full-time enrollment must be submitted on DPI forms between the 1st Monday of February and the last weekday in April.

c) Availability of space in the public schools, programs, classes, or grades, including class size, pupil/teacher ratios, and enrollment projections. The Board may give preference in attendance in a course to resident students over non-resident student applications for part-time enrollment. If space limitations are set, they need to be done at the regular January meeting of the School Board.

d) Whether the student applicant has been expelled by any school district during the current school year or preceding two school years for specified conduct or whether disciplinary procedures are pending on specific conduct. Such conduct includes endangering the health, safety or property of others, conveying or causing to be conveyed a "bomb" threat involving school property, and possessing a dangerous weapon while at school or under the supervision of a school authority. (The Board may deny the enrollment of a non-resident student after initial acceptance of the student if any of the above disciplinary actions occur after acceptance and prior to the beginning of the school year in which the student first enrolls in the district.)

Whether or not the applicant for part-time enrollment meets the established prerequisite requirements of the particular course(s) applied for.

f) Whether the special education program(s) or related services described in the students' IEP are available in the district. Whether there is space available in the special education program identified in the students' IEP, including any class size limits, student-teacher ratios, or enrollment projections established by the Board at their regular January meeting.

(If a non-resident student's IEP changes after student begins attending the district and the special education program or services required by that IEP are not available in the district or there is no space available in the special education program identified in the IEP, the district may require the non-resident to return to his/her residing school district which will be responsible for providing the educational program of the student.)

g) Whether the non-resident student has been screened by his/her resident district to determine if there is reasonable cause to believe that the student is a child with EEN.

h) Whether the student has been reported or identified as having possible EEN but not yet been evaluated by a multidisciplinary team or IEP team in the student's resident district.

The School Board may assign students accepted under the open enrollment program to a school or program within the district.

Non-resident high school students, resident private school students and resident students enrolled in home based private educational programs may be allowed to enroll in no more than two (2) courses at any time. The district may reject the application of a resident EEN student for part-time enrollment in a non-resident district's course(s) if the course(s) requested conflicts with the EEN student's IEP.

If either the non-resident or resident school district rejects an application, the pupil's parent or guardian may appeal the decision to the DPI within 30 days.

REAPPLICATION REQUIREMENTS FOR NON-RESIDENT STUDENT
ENROLLED IN CORNELL SCHOOLS

The Board may require non-resident students already accepted for enrollment to reapply not more than one time, either before the student enters the middle school or before entering the high school.

RESIDENT STUDENT TRANSFER LIMITATIONS

A resident student who moves out of the school district during the school year will be allowed to complete the school year at the school the student was attending without payment of tuition. If the pupil wishes to attend the school district in the following year, the pupil must apply for enrollment under the open enrollment procedures.

TRANSPORTATION ARRANGEMENTS

The parents or guardians of students attending non-resident school districts are responsible for student transportation to and from the school or program in the non-resident school district. If the student has EEN and transportation is required in the district's IEP, the non-resident school district is responsible for the student's transportation.

RIGHTS AND RESPONSIBILITIES OF NON-RESIDENT PUPILS

A non-resident pupil attending Cornell Schools has all the rights, privileges, and responsibilities of resident pupils and is subject to the same rules and regulations that apply to resident pupils. Eligibility for participation in inter-scholastic sports is determined according to W.I.A.A. rules and regulations.

REFER TO: Wis. Stats. 118.125
DATE ISSUED: July 14, 1976
Apr. 21, 1982
Dec. 19, 1994
Feb. 21, 2005

SHEET 1 OF 7

FILE NO. 5.12

SUBJECT: RECORDS

PROCEDURES FOR THE MAINTENANCE AND CONFIDENTIALITY
OF STUDENT RECORDS

A. CONTENT OF RECORDS - Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and records necessary for and available only to persons involved in the psychological treatment of a student.

Progress records maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extracurricular activities and the student's attendance record.

Behavioral records maintained by the school include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his/her immunization records, law enforcement agency records and any other student records which are not progress records.

- a. **"Law enforcement agency records"** include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. A law enforcement agency may also enter into an interagency agreement with the District to provide for the routine disclosure of this information to the District. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records. Once the law enforcement agency record information is received, the student named in the records and the parent/guardian of any minor student named in the records shall be notified of the information.
- b. **"Law enforcement unit records"** include those records maintained by a law enforcement unit of the District that were created for the purpose of law enforcement. A "law enforcement unit of the District" is an individual, office, department, division or other component of the District that is authorized by the Board of Education to do any of the following: (1) enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance against any person other than the school district, and/or (2) maintain the physical security and safety of a public school.
- c. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
- d. **"Physical health records"** include basic health information about a student, including the student's emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
- e. **"Patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student "physical health records" definition above.

Directory Data are those student records that include the student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weights and heights of athletic team members, major field of study, dates of attendance, photographs, degrees and awards received

and the name of the school most recently previously attended by the student.

B. CONFIDENTIALITY - All student records are confidential, with the following exceptions:

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

- a. A student or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- b. An adult student or the parent/guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.
- c. A parent shall have access to a student's school records regardless of whether the parent has legal custody of the child, unless the parent has been denied periods of physical placement with the child or ordered by the court.
- d. Personally identifiable information from an adult student's records may be disclosed to the student's parent(s)/guardian(s), without the adult student's written consent, if the adult student is a dependent of his/her parent(s)/guardian(s) under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.

2. Access to Student Records (Other than Patient Health Care Records) by District Staff and Other Designated School Officials

- a. Student records shall be made available to persons employed by the District who are required by the state to hold a license and to other school district officials who have been determined by the Board of Education to have legitimate educational interests, including safety interests, in the student records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
- b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic/activity code.
- c. Law enforcement unit records may be made available to school officials under the same conditions as outlined above regarding access to law enforcement agency record information.
- d. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic/activity code.
- e. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under state special education laws.

3. Release of Student Progress and Behavioral Records (Other Than Patient Health Care Records) to Others

- a. Student records shall be disclosed at the request or order of a court. The District shall make a reasonable effort to notify the parent/guardian or adult student of a judicial order in advance of compliance therewith, except as otherwise provided by law.
- b. If school attendance is a condition of a student's court dispositional order under state law, the Board shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student.
- c. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent/guardian shall be notified of that disclosure as soon as practicable after the disclosure.
- d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- e. The District may disclose student records to appropriate parties in connection with an

emergency if knowledge of the information is necessary to protect the health or safety of any individual.

- f. For the purpose of providing services to a student before adjudication, the Board may disclose student records to a law enforcement agency, district attorney, city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as permitted under state law.
- g. Upon the written permission of an adult student, or the parent/guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent/guardian of a minor student in the written request.
- h. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency. The District shall make a reasonable effort to notify the parents/guardians or adult student of the subpoena in advance of compliance therewith, except as otherwise provided by law.
- i. The District may provide the DPI or any public officer with information required under Chapters 115 to 121 of the state statutes. Upon request, the Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions.
- j. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
- k. Upon request, the names of students who have withdrawn from school prior to graduation shall be provided to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Workforce Development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
- l. Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse). The parent(s)/guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.
- m. The District shall, upon request, provide student disciplinary records necessary for purposes of open enrollment in another public school district as permitted by law. These records may include:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - (3) The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.

4. Release of Patient Health Care Records

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

- a. The employee or agent has responsibility for the preparation or storage of patient health care records.
- b. Access to patient health care records is necessary to comply with a requirement in federal or state law. Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

5. Release of Directory Data

Except as otherwise provided, directory data may be disclosed to any person after the school has: (a) notified the adult student or parent, legal guardian or guardian ad litem of a minor student of the categories of information which it has designated as directory data with respect to each student, (b) informed such persons that they have 14 days to inform

the school that all or any part of the directory data may not be released without their prior consent, and (c) allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the District to designate as directory data about that student. The District will not release directory data earlier than 14 days after the initial written notice to the adult student or parent/guardian, or after the District has been restricted from doing so by any of those parties.

- a. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college district board.
- b. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the school district for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.
- c. The District shall provide, on a request made by military recruiters or institutions of higher education, access to secondary school students' names, addresses and telephone listings. A secondary school student or the parent/guardian of a student may request that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The District shall notify parents/guardians of the option to make a request and shall comply with any request. The District shall provide military recruiters the same access to secondary school students and student directory data about such students as is provided to post-secondary schools or prospective employers.

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

6. **Transfer of Records**

The District shall transfer to another school or school district all student records relating to a specific student if it has received written notice:

- a. from an adult student or the parent/guardian of a minor student that the student intends to enroll in the other school or school district;
- b. from the other school or school district that the student has enrolled; or
- c. from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.

Student records shall be transferred within five working days of receiving the request.

C. **MAINTENANCE, DISCLOSURE AND DESTRUCTION OF STUDENT RECORDS**

1. While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.
2. The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at that school. Except as otherwise provided, all requests for inspection or for transfer to another school or school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. The building principal or his/her qualified designee shall be present to interpret behavioral records when inspection is made under Section B(1)(b) above. Upon transfer of student records to the central administrative office, the District Administrator or his/her qualified designee shall assume these duties.
3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - the parent/guardian or adult student;
 - a school official;
 - a party with written consent from the parent/guardian or adult student;
 - a party seeking directory data; or
 - a party seeking or receiving the records as directed by a federal grand jury or other law

enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.

4. When the student ceases to be enrolled in a school operated by the District, his/her records will be transferred to the central administrative office. Records that are transferred to the central administrative office shall be maintained as follows:

a. Behavioral records will be maintained for no longer than one year after the student graduated from or last attended the school unless the student or his/her parent/guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time.

b. Student progress records shall be maintained for 30 years after the student ceases to be enrolled in the District.

5. The (identify the appropriate position - i.e., Director of Student Services, Director of Special Education) shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents/guardians and adult students shall be informed of information that is no longer needed to provide educational services to the student with a disability and of their right to obtain a copy of such information before it is destroyed.

D. AMENDMENT OF RECORDS

1. A parent/guardian or adult student who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent/guardian or adult student of the decision.

2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent/guardian or adult student of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District Administrator or designee. The parent/guardian or adult student shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.

a. The hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.

b. The parent/guardian or adult student shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.

c. The decision of the hearing officer shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.

d. The hearing shall be held and the parent(s)/guardian or adult student informed of the hearing officer's decision in writing within a reasonable period of time after the hearing.

e. If the hearing officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.

f. If the hearing officer decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent/guardian or adult student of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the hearing officer.

E. COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

Adult students or parents/guardians of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

F. ANNUAL NOTICE

Parents/guardians and adult students shall be notified annually of the following: (1) their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's rights of privacy; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (4) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Parents/guardians of secondary school students shall also be notified of their option to request the district not to release the secondary school student's name, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

The notice shall be distributed to parents/guardians and adult students at the beginning of each school year. When a student transfers into the District after the above notice has been given, the student and his/her parent(s)/guardian shall receive a copy of the notice at the time and place of

enrollment.

Parents/guardians of secondary school students shall also be notified of their option to request the district not to release the secondary school student's name, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

The notice shall be distributed to parents/guardians and adult students at the beginning of each school year. When a student transfers into the District after the above notice has been given, the student and his/her parent(s)/guardian shall receive a copy of the notice at the time and place of enrollment.

The following interagency agreement will be used in compliance with this policy as governed by 2003 WI Act 292.

Interagency Agreement Regarding Pupil Record Confidentiality
And Exchange of Information

This agreement is entered into between the School District of Cornell and

_____ for the purposes of sharing information as governed by
2003 Wisconsin Act 292.

This law:

- Amends the state pupil records law to provide that records created and maintained by a law enforcement unit of a school are NOT treated as pupil records for confidentiality purposes. School boards shall treat such records as law enforcement officers' records of juveniles.
- Allows a school board to disclose pupil records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual.
- Allows a school board to disclose pupil records to a law enforcement agency, district attorney, private school, or another school board for the purpose of providing services to the pupil before adjudication if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies that the records will not be further disclosed.
- Defines "record" for purposes of the state pupil records law as any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved.
- Permits a law enforcement agency to provide to a school district administrator, an administrator of a private school, or a designee of such an administrator, any information in its records relating to an act for which a juvenile enrolled in the school district or private school was taken into custody based on the law enforcement officer's reasonable belief that the juvenile was committing or had committed a violation of any state or federal criminal law.
- Permits a law enforcement agency or social welfare agency to enter into an interagency agreement with a school board, a private school, or another law enforcement agency or social welfare agency providing for routine disclosure of information to the school board, private school, or other law enforcement agency or social welfare agency.
- Establishes an alternative court procedure applicable to school officials seeking information in a juvenile's law enforcement records relating to the use, possession, or distribution of alcohol or drugs by the juvenile; the illegal possession of a dangerous weapon by the juvenile; whether the juvenile was taken into custody upon the belief that the juvenile was committing or committed a violation of state or federal criminal law; or acts for which a juvenile was adjudicated delinquent.

The parties named above enter into this Interagency Agreement for the purposes of sharing information per 2003 Wisconsin Act 292. This agreement is in effect for both parties until such time that it is revoked by either party.

For the School District:

_____	_____	_____
Signature	Position	Date

For the Agency:

_____	_____	_____
Signature	Position	Date

REFER TO:
DATE OF ISSUE: Dec. 27, 2010

SHEET 1 OF 1

FILE NO. 5.13

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TEACHER/PARENT COMMUNICATION REGARDING STUDENTS WITH FAILING GRADES

During weeks 3-9 of any academic quarter, if a student is receiving a failing grade in a course at any given time, the teacher of that course is required to communicate with that student's parent or guardian. An action plan should be made with the parent on how all parties involved can help the student get their grade to passing. This communication and plan should be documented and retained until Sept. 1st of the next school year.

REFER TO:
DATE ISSUED: Oct. 18, 1989
July 19, 1999
Mar. 21, 2005
June 28, 2010

SHEET 1 OF 3

FILE NO. 5.20

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SUBJECT: EMERGENCY CLOSING OF SCHOOL - BOMB THREATS/SUSPICIOUS PACKAGES

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

Lead Administrator Response

1. All threats are immediately reported to the Cornell Police Department.
Call 911 for Chippewa County dispatch.
2. The Cornell Police Department meets with the Lead Administrator to evaluate the seriousness of the threat.
3. The decision of the action to be taken is made by the lead administrator and district administration after deliberation with local police officials.

Evaluate the Level of Threat

Upon receipt of a bomb threat, the lead administrator should call the Cornell Police Department and request that law enforcement personnel respond. If a threat has been received by phone, make sure that call tracing procedures have been implemented (keep the phone that the call was reported on off the hook so that the call can be traced - if another call comes in afterward this is no longer possible. Consult with responding law enforcement officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosive devices outside the building, (including the possibility of a vehicle bomb), explosive devices placed in or near evacuation routes or site or other hazards such as persons with firearms who plan to shoot at evacuees.

BOMB THREAT LEVELS

Low Level Threat

Criteria: Message left in a manner that would lead one to perceive that it was meant to be thrown away.
Message was written in a manner that would lead one to perceive that it was meant as a joke; lacks any realism.
Message is written in a manner that was not specific to the threat or to the intent of the threat.
Message is written in a non-legible manner.
Threat is vague and indirect, implausible, or lacks detail.

Response: Facilities are not evacuated.
Staff members are notified.
Staff members sweep their areas and the building.
Staff members report anything that is suspicious or unusual.

Medium Level Threat

Criteria: Message includes a specific area that is threatened.
Message has some data that would indicate that there is potential for the completion of a threat.
Message gives a general location and time frame for an incident to occur, but it lacks detail.
Message written in a legible manner.
Message gives some thought on how the threat may be carried out.

Response: Facilities may or may not be evacuated.
Staff members are notified.
Staff members sweep their areas of the building.
Staff members report anything that is suspicious or unusual.

High Level Threat

Criteria: Message is very threatening or alarming.
Message contains details and other information that would indicate person(s) making the threat is/are knowledgeable, capable and practiced about carrying out a threat.
Message is clear and/or legible.
Message is signed or the person(s) making the threat is/are identified in the message.

Suspicious materials/containers/packages/etc., that could be used to carry out a threat activity are found in the school or on school grounds.
A bomb/chemical compound/aerosol device is found.

Response: Evacuate to Remote Evacuation Sites.

Any single issue or factor could elevate a threat to a high level. The more direct and detailed a threat is, the more serious the risk of it being acted upon.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate. Make a public address announcement: "All staff initiate an emergency evacuation in effect at this time, evacuate to remote evacuation sites. Please sweep all routes and the site."
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life threatening emergency exists.
5. Request that staff escort students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility.
7. Check with staff to see that all evacuees are accounted for. Immediately notify an administrator or designee if any persons are not accounted for.
8. Assist responding law enforcement officials with the second sweep of the facility.
9. Consult with law enforcement officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedure.

If the sweep and remain in place option is selected:

1. Make intercom announcement: "All staff initiate a sweep in place, please report your status upon completion of the sweep."
2. Escort law enforcement officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the building have been swept.
3. Assist law enforcement officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or law enforcement officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with law enforcement officials to see if the facility should be evacuated, if the decision is made to do so, implement the evacuation plan.

Staff Response

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to law enforcement officials they have swept the area and no suspicious items were noticed.
3. If any suspicious items are noted, they should not be disturbed and the staff member should notify the lead administrator or designee upon evacuation from the area.
4. The staff member should then follow the evacuation protocol. Have students bring their books and other hand carried articles with them from their classes.
5. Refrain from using cellular or digital telephones or portable radios during these situations unless a life threatening emergency exists. In some instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Sweep and remain in place procedure

1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present.)
2. If no such items are noted, staff should make a slash with masking tape or duct tape across the entrance door to the area (/) to indicate to public safety officials that they have swept the area and no suspicious items were noted. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator's office and inform the lead administrator or designee of his or her observations.
4. Follow the lead administrator's instructions.

REFER TO:
DATE ISSUED: Oct. 8, 2002
July 25, 2016

SHEET 1 OF 1 FILE NO: 5.221

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SUBJECT: SCHOOL USE OF VIDEOS/MOVIES/TV PROGRAMS

- A. Videos/movies/TV programs shall be instructional in nature. If a teacher is to show videos/movies/TV programs in the classroom, he/she shall preview the video/movie/TV program to insure that it is suitable for classroom use for the intended age group and for the objective(s) to be learned. In most cases only a vignette shall be shown rather than an entire video/movie/TV program.
- B. Videos/movies/TV programs shown for primarily entertainment or in their entirety shall have prior approval of the Principal.
- C. Parents shall be notified at least one week in advance when an instructional video/movie/TV program will be shown that may be controversial in nature.
- D. In grades 4K-5th all videos/movies/TV programs requires parental notification at least one week in advance. No PG-13, R, NC-17 or X rated videos/movies/TV programs shall be shown.
- E. In grades 6th-12th, G rated videos/movies/TV programs do not require parental notification. PG and PG-13 rated videos/movies/TV programs require parent notification at least one week in advance. No R, NC-17 or X rated videos/movies/TV programs shall be shown.
- F. Upon request, a parent shall have the opportunity to preview the video/movie/TV program whenever possible prior to it being shown in the classroom.
- G. Parents may request that their child not see the video/movie/TV program and be put in an alternate activity when the video/movie/TV program is being shown.
- H. Objections or complaints concerning a specific video/movie/TV program shall be made in accordance with the Cornell School District Appeal Process.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis Stats.
DATE ISSUED: Dec. 20, 1995

SHEET 1 OF 7

FILE NO. 5.24

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SUBJECT: 504 PROCEDURES

The Cornell School District will utilize building committees to handle all 504 referrals.

The guidance counselor will serve as chairperson, but will also be a voting member of the committees.

The MS/HS principal, the school psychologist, and a minimum of one teacher appointed by the principal, will constitute the remainder of the 7-12 building 504 referral committee.

The K-6 principal, the school psychologist, and a minimum of one teacher appointed by the principal, will constitute the remainder of the K-6 building 504 referral committee.

The following procedures will be used when a possible need for services is received from a parent or classroom teacher (referral):

1. The chairperson informs the parent in writing, utilizing Form 504-1, about the referral. Form 504-2 will also be sent, informing parents of the referral and the plan to conduct an evaluation.
2. The chairperson contacts appropriate district staff employees to gather information about the child.
3. The chairperson schedules a 3:30 P.M. meeting of the committee and invites the parents' participation, utilizing Form 504-3.
4. The committee makes a decision regarding the student's need for services, utilizing Form 504-4. If it is determined the child does have a disability under Section 504, a placement/accommodation plan will be developed to address that disability, utilizing Form 504-5(2 pages).
5. Form 504-6 will serve as a worksheet to develop strategy to address the identified 504 need(s).
6. Parents must concur with any placement or adaptation, and sign in the appropriate place on Form 504-5.
7. Records of all referrals will be kept until one year after the student leaves the school system.

Name of child (last, first, middle)	Date of Birth	School Dist.	Attendance
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School District of Residence

Name of parent or legal guardian	Address
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Telephone: Area/Number	Race/Ethnic - if choose to identify	Sex	Teacher	Grade
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Home :

Work:

Person making referral	Date of referral	Date parents notified & plan to conduct an evaluation
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Primary home language: () English () Other-specify _____ Is interpreter needed
() Yes () No

State Reason for referral:

Please check one or more statements:

I am concerned that this child:

- (a) may have a physical or mental impairment which substantially limits one or more major life activity (walking, seeing, hearing, speaking, breathing, learning, working, caring; for one's self and performing manual tasks).
- (b) has a record of such impairment.
- (c) is regarded as having such an impairment.

- A. Summarize child's strengths (academic, behavioral, etc.):
- B. Summarize child's weaknesses (academic, behavioral, etc.):
- C. Provide pertinent test data, functional levels and related medical information:
- D. List any special programs/services (e.g., Chapter 1) previously used or currently provided. List all intervention strategies used to address this student's problem.

School District Representative receiving referral	Date received
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NOTICE OF RECEIPT OF REFERRAL AND PLAN TO CONDUCT AN EVALUATION

Section 504 of the Rehabilitation Act of 1973

Dear _____ Date _____
 Parent/Guardian

Re: _____
 Student Name

An evaluation has been requested to determine if your child has a handicap under Section 504.

Please review this form and return to: _____

If you have any questions, please call me at _____

 Name and Title of District Contact

INFORMATION REGARDING SECTION 504
 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (including caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); or
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under section 504, the School District of Cornell recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

I have read the above and () give () do not give my permission to proceed with the evaluation.

 Signature of Parent or Legal Guardian

INVITATION TO 504 REFERRAL REVIEW TEAM MEETING

Date: _____

Dear _____

The District's 504 Referral Review Team is completing its evaluation of _____ and will be meeting to discuss the results and to determine if your child has special needs. You are encouraged to attend this meeting. It will be held at:

Date: _____ Time: _____ Location: _____

You may bring a friend or advisor to the meeting if you wish. If your child is a member of a minority group, a member of that minority may attend the meeting and help with the decision-making process. The following are members of the Referral Review Team:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Each of these people has been involved in the evaluation of your child. Each will attend the meeting or be represented by someone who is knowledgeable about your child and the evaluation which was done. Those other people may also be present at the meeting, as they can contribute to the decision-making process.

If you have any questions, please contact me at _____.

Name	Title
_____	_____

Location _____

EVALUATION SUMMARY AND EDUCATION PLAN

Student name: _____ Birthdate: _____

Address: _____ Telephone: _____

Date of Meeting: _____ School: _____ Grade: _____

PARTICIPANTS (Group of persons knowledgeable about the child, including parent)

SUMMARY OF EVALUATION DATA (Information from a variety of sources, including, as relevant, aptitude and achievement tests, teacher recommendation, physical condition, social or cultural background, and adaptive behavior. Information varies based upon the evaluative information required on a case-by-case basis.)

DETERMINATION OF WHETHER THE CHILD HAS A DISABILITY UNDER SECTION 504.

_____ Child does not have a physical or mental impairment which substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

_____ Child has a physical or mental impairment which substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working but:

_____ Child does not have a disability under the Individuals with Disabilities Act (IDEA); or

_____ Child does not need special education.

NOTE: If the child has a disability under IDEA and needs special education, the M-Team summary report must be used, not this form.

FORM 504-5
PLACEMENT/ACCOMMODATION PLAN

Name _____ DOB _____ Sex _____ Grade _____

Parent/Guardian _____ Phone _____

Address (street, city, state, zip) _____

School _____ Case Manager _____ Date _____

Referral Review Team Members:

Name and Title	Signature	Date

II. Evaluation information considered:

III. Determination of handicap: No Yes

Check all the reasons/criteria which apply: (A student qualifies for 504 with only one criteria checked.)

- ____ 1. has a physical or mental impairment which substantially limits one or more life activities;
- ____ 2. has a record of such impairment;
- ____ 3. is regarded as having such an impairment.

Identify Impairment: _____

Identify life activity: _____

V. Referral to Special Education:

The 504 Team has determined that this student may be eligible to be considered as educationally disabled under IDEA:

____ NO ____ YES

VI. Accommodation/Placement:

1. Description of educational strategies: (specific accommodations, related services, or supplementary aids needed by the child to benefit from his or her education) Attach additional pages if needed.

2. Taking LRE (Least Restrictive Environment) into consideration, describe the accommodation/placement that will be made:

VII. Monitoring schedule:

Parent approval as witnessed by signature _____ Date _____

WORKSHEET AND PLAN TO ADDRESS 504 NEEDS

Student's name: _____ Date: _____

Accommodation	Already Occurring		Needs to Occur		Plan for Implementation	Starting Date	Review Date
Providing a structured learning environment	Yes	No	Yes	No			
Repeating and simplifying instructions about in-class and homework assignments	Yes	No	Yes	No			
Supplementing verbal instructions with visual instructions	Yes	No	Yes	No			
Using behavior management techniques	Yes	No	Yes	No			
Adjusting class schedule	Yes	No	Yes	No			
Modifying test delivery	Yes	No	Yes	No			
Using tape recorder	Yes	No	Yes	No			
Computer-aided instruction and other audio-visual equipment	Yes	No	Yes	No			
Selecting modified textbooks or workbooks	Yes	No	Yes	No			
Tailoring homework assignments	Yes	No	Yes	No			
Reduced class size	Yes	No	Yes	No			
Use of one-to-one tutorials	Yes	No	Yes	No			
Classroom aides and notetakers.	Yes	No	Yes	No			
Involvement of a "service coordinator" to oversee implementation of special programs and services	Yes	No	Yes	No			
Modifications of nonacademic times such as lunchroom, recess and physical education	Yes	No	Yes	No			
Other: specify	Yes	No	Yes	No			

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SUBJECT: STUDENT SURVEYS

The School Board respects the privacy rights of parents and their children. No student shall be required to participate in any survey associated with a school program or the District's curriculum, or which is administered by a third party in the schools, if the survey includes one or more of the following items:

- political affiliations or beliefs of the student or the student's parent;
- mental and psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or the student's parent; or
- income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The district shall notify parents/guardians of dates during the school year when such survey activities are scheduled involving their children. Parents/guardians shall be given the opportunity to request that their child not participate in a survey containing the above information. If a survey containing any of the above is funded in whole or in part by a program administered by the U.S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

Parent/guardians may, upon request, inspect a survey containing any of the above information and any survey created by a third party before the survey is administered or distributed to a student. They may also request to inspect any instructional materials used in connection with the survey or any instructional materials used as a part of the educational curriculum for the student. Requests to inspect a survey or instructional materials should be made to the building principal or his/her designee. Survey inspection requests should be made prior to the date in which the survey is scheduled to be administered to students. The principal or designee shall respond to such requests without delay.

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SUBJECT: INTERNET SAFETY POLICY

Introduction

It is the policy of the Cornell School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Cornell School District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Cornell School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the District Administrator or designated representatives.

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

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TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

The Cornell School District believes that, if placed in a challenging and supportive learning environment, every student can and will learn. This philosophy includes all students with special learning needs. In fact, it is the goal of the District to use technology to assist all students, including those with special need, to achieve to their fullest possible potential as proposed in the federal No Child Left Behind Act.

Special needs students can be defined in multiple categories from those with severe physical, mental, and emotional disabilities to gifted and talented students who are failing in the general classroom environment. There are several technological support strategies that can be employed to assist the learning challenges of these students.

Students identified by the Cornell School District as being students with special needs will have access to appropriate software and hardware products to assist them in their education. The use of assistive technology includes, but is not limited to, speech and visual software aids, laptop computers, curriculum software, large print books, magnifiers, calculators, recorded materials, alternate keyboards, and computers in each classroom. In addition special education staff will assist classroom teachers in the use of appropriate assistive technology strategies for each special needs student.

The Cornell School District shall not discriminate in the technology services offered to special needs students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

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WEB PUBLISHING POLICY

The Board of Education provides a tool for electronic publications (pages) through the Cornell School District Web servers. The Web servers are to be used for purposes that include administrative, instructional and professional activities integral to the philosophy, mission, goals, values and vision of the District.

The Board of Education recognizes that a District Internet site is a valuable communication tool. The District Internet Web Site is defined as the designated Internet address that is accessible by the public for the purpose of sharing and obtaining information.

The following guidelines are created to provide guidance to personnel and to protect the interests of the network publishers and the District.

Management of the District Internet Site

The District Web Master(s) and District Technology Coordinator are responsible for maintaining the District Internet Web Site and monitoring all District Internet Web Site activity. They will establish planning guidelines and technical support for web page development and disseminate information regarding the District web page policy and procedures. No web pages shall be added to the District site without the prior approval of The District Technology Coordinator.

District Internet Web Site Requirements

Content

All subject matter on web pages should relate to curriculum, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the District. Therefore, neither staff nor students may publish personal home pages as part of the District Web Sites or home pages of other individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course or other school related activity.

Quality

District web pages shall not contain information that is inappropriate, obscene, racist, sexist or contains obscenities or inflammatory/abusive language. All District web pages shall meet state and federal laws regarding student accessibility. District web pages shall only be linked to sites that meet the same criteria.

All attempts will be made to assure that all District web pages shall be free from spelling and grammar errors.

Creators of web pages shall not violate copyright law. All trademarks used must have written permission of the person or organization that owns the trademark. All copyrighted material used must have written permission of the person or organization that owns the copyright. Credit must be given on a web page when copyrighted material is used.

Ownership and Retention

All web pages on the District's server are property of the District. Student web pages will be removed when appropriate timelines for curriculum have ended or when the student graduates or moves away unless prior arrangements have been made with the Technology Coordinator.

Safeguards

Decisions on publishing of student pictures (video or still) and audio clips are based on the parental consent in writing for all children under the age of 18. Additionally, students age 18 or older must sign a consent form for their pictures to be included on a District web page. Although first names may be included with or without parental consent, documents may not include student's phone number, address, email address or any other contact information, names of other family members, or names of friends.

Only staff email addresses may be included on web pages. Web page documents may not include any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in activities.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: SHEET 1 OF 2 FILE NO: 5.45
DATE ISSUED: July 23, 2018

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WELLNESS POLICY: PHYSICAL ACTIVITY AND NUTRITION

SCHOOL WELLNESS

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

Policy Leadership

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

Public Involvement

The District will invite a diverse group of stakeholders from the list below, to participate in the development, implementation, and periodic review and update of the wellness policy.

- Administrator
- Board member
- Physical education teacher
- School food service representative
- Community member/parent
- Student

School Meals

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

The District is committed to ensuring that:

- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010 (www.fns.usda.gov/sites/default/files/dietaryspecs.pdf). In addition, the District's nutrition services shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals.

Foods and Beverages Sold Outside of the School Meals Program

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

Foods Provided but Not Sold

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

Food and Beverage Marketing

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule.

Nutrition Education

Nutrition education shall follow the Wisconsin Department of Public Instruction Model Academic Standards for Nutrition.

Nutrition Promotion

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

Physical Activity

The District shall provide opportunities for students to participate in physical activity in addition to physical education. As such:

- Children and adolescents should participate in 60 minutes of physical activity every day.

Physical Education

The District shall provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. As such:

- All District elementary students shall have physical education.
- All District middle school students shall have physical education.
- All District high school students are required to receive 1.5 credits of physical education prior to graduation.
- All physical education classes are taught by licensed teachers who are certified to teach physical education.

Other School Based Activities that Promote Wellness

The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student well-being.

Triennial Assessment

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

Update/Inform the Public

The District shall inform and invite parents to participate in school-sponsored activities throughout the year. The District shall actively inform families and the public about the content of and any updates to the policy through the school's website and Board of Education meetings.

DATE OF ISSUE: Dec. 15, 1997
Jan. 16, 1998

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SUBJECT: HEAD LICE

The Cornell School District endorses a No Nit Policy to try to provide a safe and healthy environment at school. Periodic classroom or individual screenings may be conducted on all children. Any student or employee who is suspected or diagnosed as being infested with adult head lice or nits (eggs) shall be excluded from the school environment until the day after treatment or manual extraction has been completed.

The first infestation of a student/employee shall be treated as follows:

1. Infestation is determined by school personnel.
2. Person is excluded from school (parents are responsible for transporting their child home).
3. Approved treatment must take place.
4. Student/employee may return to school the day after the treatment, accompanied by a parent or guardian. The parent/guardian will be required to stay until the check is completed in case the student needs to return home.
5. Student/employee will be checked upon return to school. They must be nit-free before being readmitted to school.
6. Students who are repeatedly infested may be referred to public health officials.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE ISSUED: Sept. 9, 1976
Oct. 21, 1996
April 27, 2015

SHEET 1 OF 1

FILE NO. 7.01

=====

SUBJECT: Inclement Weather

The Superintendent of Schools shall have the responsibility in determining if road &/or weather conditions are too hazardous to attend school. Decisions could be made to cancel school, delay the start of school, &/or close school early. The Superintendent will provide an announcement over radio & T.V. stations in the area when this occurs. Announcements will also be placed on the district web page & Facebook page.

DATE ISSUED: Sept. 9, 1976
Oct. 21, 1996
July 27, 2015

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SUBJECT: BUS ROUTES

BUS ROUTING

The Superintendent of Schools or Route Director shall be responsible for establishing an efficient system of bus routes and assigning each eligible student to one of the routes. Requests for alternative service (other than to and from a student's residence) will be honored as much as practicable (i.e. regular babysitter) if it is on a regular bus route and does not overload the bus.

ELIGIBILITY

Any child living two or more miles from the school building he/she attends will be transported.

LESS THAN TWO MILES

Elementary students, in the city limits, living south of Bridge Street, will be offered bus transportation to and from school.

Students who live in areas with no sidewalks, and/or with other hazardous conditions, will also be offered bus transportation.

Students who live north of Osborne will be offered transportation.

There will also be a bus pick-up point on Osborne Street and Ripley Street.

ROUTE CHANGES

The Superintendent of Schools or Route Director shall be the only district personnel that can authorize bus routing adjustments. To minimize the risk of miscommunication and to prevent students being delivered to the wrong place, parents or guardians are asked to send their requests, in writing, to the school the day before the proposed change.

WALKING DISTANCE

The Board of Education shall attempt to keep the walking distance before boarding a bus to a minimum. The age of the student will be the deciding factor. Students should not have to walk more than 1/2 mile to meet a bus.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

DATE ISSUED: Sept. 9, 1976 Sheet 1 of 1 FILE No. 7.07
Oct. 21, 1996
Oct. 8, 2002

=====

SUBJECT: FIELD TRIPS

Field trips are planned for educational purposes to meet the needs of the student for a particular class objective. These objectives may include specific activities related or celebrations of accomplishments related to a specific curricular area.

RIGHTS:

It should be understood that any field trip held under the auspice of this school is a privilege and not a right. This means students do not have a protected right that they should be able to go. Decisions on who is to go can be determined by attendance, grades, behavior or a combination thereof. Requirements for students must be told to students in advance and if possible a make up requirement set up if the student fails to make requirements to attend.

BEHAVIOR:

Attendance means missing of school, truancy, or tardiness. Grades mean academic progress in all classes. Behavior is the actions of a student at school or during school activities whether in Cornell or not. Any student attending a field trip under the auspices of Cornell school shall take full responsibility for his/her actions.

Any student that chooses to take a field trip must fill out and turn in a permission form to his/her advisor at the time specifically stated by the advisor.

BUSES

Uses of buses provided by the current Contractor will be required per contract. However, when trips outside the state are involved, classes or groups may contract for motor coaches that provide more comfort than a school bus.

Behavior on buses should follow the same rules as when classes are in session.

SCHEDULING

Teachers scheduling field trips should get approval from their principal, who upon approving the trip, allows the teacher/advisor to request the transportation services through the transportation director.

SUPERVISION

The teacher/advisor scheduling the field trip shall accompany the students on the bus and provide supervision.

Any teacher/advisor scheduling a field trip must fill out the appropriate form and receive approval from the administration.

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ADULT CHAPERONES

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The following should be considered when preparing chaperones for supervising students on field trips:

1. Chaperones provide necessary supervisory assistance to the teacher/staff member in charge. They are meant to assist this person in every way possible through:

- * accounting for and supervising the students
- * carrying out the necessary instructions and procedures for a meaningful and beneficial experience for the students.

Chaperones need to understand that the necessary controls of children and their behavior, in the absence of the teacher, will insure a safe and more meaningful field trip.

2. A necessary briefing for chaperones should consist of information, prior to the trip, including the following:

- * the exact specifics of the field trip including programs and educational experiences
- * the time of departure, planned route and expected time of return
- * planned procedures to follow in the case of emergencies or other unusual circumstances that could occur
- * any special needs of any students.

3. Chaperones are expected to adhere to District policies regarding non-use of alcohol and other drugs and tobacco.

4. Chaperones are to be introduced to their assigned students and to the bus driver.

5. Chaperones are to be instructed to watch carefully for student valuables and to check the buses thoroughly (whenever the students disembark) so as to avoid leaving behind students' personal belongings.

6. The importance of the head count and/or roll call of passengers prior to any bus departure is to be stressed.

7. Chaperones are to be instructed to seat themselves in the bus/conveyance so they can properly observe and assist in supervision of student behavior while traveling.

8. At the conclusion of the trip, it is desirable for the teacher and the chaperones to "recap" the trip and note any happenings necessary for later review and planning.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 19.35
DATE ISSUED: May 18, 1992
June 21, 2004
April 27, 2015

SHEET 1 OF 1

FILE NO. 8.01

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SUBJECT: PUBLIC EXAMINATION OF DOCUMENTS

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As provided in State Statute 19.35 Access to Records, the School Board of the Cornell School District acknowledges that any requester has the right to inspect any record except as otherwise provided by law.

Description of Organization

The School District Administrator's office is responsible for maintaining district records. The District Administrator shall act as legal custodian for the School Board and for any committees, commissions, boards or other authorities created by ordinance or resolution of the School Board.

"Local public office" positions include the District Administrator, Principals and members of the School Board.

Dates and Place at Which Public Records May be obtained.

The public may obtain information and access to records by making requests either in writing or in person to the District Administrator, 111 S. 4th Street, Cornell during regular office hours. Regular office hours are between 7:45 a.m. and 3:45 p.m., Monday through Friday, holidays and summer excluded.

If the District Administrator is not present, information and access to records may be obtained from the District Administrative Assistant, who is authorized to act as legal custodian in the District Administrator's absence.

Costs

A fee will be imposed upon the requester for the actual, necessary and direct cost of:

1. Reproducing and transcription of the record, including any required costs to notify the person who is the subject of the record that it is being requested;
2. Photographing and photographic processing if a photograph of the record is provided, the form of which does not permit copying;
3. Mailing or shipping of any record or photograph to the requester; and
4. Locating a record if the actual, necessary and direct cost of locating the record exceeds \$50.00.

Fees for photocopying shall be \$0.25 per page. Prepayment may be required for requests if the total exceeds \$5.00.

If the anticipated cost for items 1-3 exceeds \$10.00, the requester shall be notified of the estimated cost of complying with the request before the costs are incurred.

If the anticipated cost of locating a record exceeds \$50.00, the requester shall be notified of the estimated cost of complying with the request before the costs are incurred.

Requesters will not be allowed to copy, scan, photograph or in any other way secure information with their own, or someone else's, equipment.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE ISSUED: May 19, 1976

SHEET 1 OF 1

FILE NO. 8.02

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SUBJECT: COMPLAINTS

Channeling suggestions or complaints to the board: the normal procedure for registering complaints is to work through the school staff before going to the board of education. At the local school level complaints should be made first to the principal and finally to the Supt. of Schools.

Complaints of a general district nature should be made to the Supt. of Schools. If after discussing the complaint at this level, the person, or persons, making the complaint still do not have satisfaction, he or they should then present the complaint to the board of education. Complaints must be written and signed: No person shall present orally or discuss at any meeting of the board of education complaints against individual employees of the Cornell School District until after such charges or complaints shall have been presented to the board of education in writing and signed by the person or persons making the charge or complaint, and the board of education shall have had a reasonable opportunity to investigate the same.

REFER TO:

SHEET 1 OF 3

FILE NO. 8.03

DATE ISSUED: May 19, 1976
Oct. 15, 1990
April 20, 1998
March 18, 2002

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SUBJECT: USE OF FACILITIES

GENERAL RESPONSIBILITIES

1. Any organization, group, or individual wishing to use school facilities must make application with the building principal.
2. Organizations and groups using school facilities must designate one member of its group to be in charge of and responsible for the program activity at the time application for use of the facility is made. This individual will also be responsible for building keys, if the issuance of such is necessary.
3. Any group using the building and/or grounds of the School District of Cornell is required to restore to original condition any property destroyed or suffering from more than normal wear and tear. The School District of Cornell shall be the sole judge as to the extent of any such damage. Failure to appropriately maintain facilities and/or school equipment may result in loss of future facility use privileges.
4. No group shall be permitted use of school facilities if such interferes with school programs. The building Principal and/or Supt. may cancel permits for facility use should conflicts with school programs develop.
5. The user must assume full responsibility for personal injury to participants and spectators.
6. Permits are granted for specific areas or rooms and for limited periods of time. The use of school facilities, areas, or equipment which are not requested will not be permitted.
7. No permit holder is permitted to sublease or sublet.
8. The activities of any group requesting use of school facilities must be in the public interest and not detrimental to the purposes of the school district.
9. Users must adhere to the Controlled Substance Policy - 8.07.

RESPONSIBILITY OF USER

1. Arrangements for use of special equipment, spotlights, balls, nets, etc., should be made five days in advance. Only qualified persons should use the special equipment.
2. Users must provide their own tape, pads, towels, paper, general consumable supplies. Such District material is not to be taken by users.
3. No member of an organization shall begin activities until an adult supervisor is present.
4. Only members of the organization who requested the use of the facilities will be allowed to participate.
5. Organization members must remain in the designated areas at all times.
6. Organizations must provide clean-up for their own activity and must leave at the designated time.

RESPONSIBILITY OF ADULT SUPERVISOR

1. He/she will be the first to enter the building or designated use area.
2. He/she will report any building or equipment damage to the custodian and/or principal immediately.
3. He/she will notify the Principal of any accidents or injuries occurring during the use period as soon as possible.
4. He/she will be responsible for securing the building at the conclusion of the event by:
 - a. determining that all members of the group have left
 - b. shutting off water and/or showers if used

- c. closing windows
 - d. turning off lights and other electrical devices used
 - e. locking doors
5. The School Board has a responsibility to maintain the security of the facilities that are under their guidance. The Board also understands that the buildings are for the use of organizations in the community. This puts them in a delicate situation of equaling the concept of security use, therefore the following rules shall be applied in the administration of keys for the use of the building.
- a. Keys for the use of any school facility shall be given to people at the discretion of the superintendent or his/her designee.
 - b. The keys requested shall be given only if they are available.
 - c. People receiving keys shall be responsible for the facility they are using.
 - d. Each key given out shall be registered in the office to the person receiving the keys.
 - e. Keys shall be returned to the office as soon as the activity has finished.
 - f. If the keys are not returned after the activity is finished or at the request of the administrator, the school district may issue a criminal charge of theft and withhold any payment for services rendered.
6. Failure to comply with the above may result in loss of facility use privileges.

PRIORITIZATION OF FACILITY USE

- 1. School District of Cornell functions and activities.
- 2. School related organizations, (PTA, etc.)
- 3. Non-profit organizations within the District (4-H, etc.)
- 4. For-profit organizations within the District.
- 5. Other groups.

FACILITY USE FEES

All organizations using the school facilities for profit or for their own personal use shall be charged a fee of \$75 per day per building or per ground of which \$25 per day is nonrefundable. The amount of the remaining \$50 to be returned shall be determined by how much work has to be done by school employees to get the facilities back to its original state. The supervising employee of the area shall determine this amount. The dollar figure shall not be argued by the organization using the facilities.

Any organization using the facility (building or grounds) and is in need of custodial or kitchen help shall pay the rate of time and one half of the salary of that employee unless a school employee will donate their services to the organization. If the school does not donate their services, the school district will pay the employee and bill the organization accordingly.

The replacement cost of any items missing shall be charged to an organization that has used the facilities.

If an organization does not acknowledge its financial obligations for its use, the school district has the ability to deny future use of the facility to that organization.

Cornell School District - Facilities Use Form

PLEASE PRINT

1. Organization/Individual Responsible: _____
2. Address & Telephone Number: _____
3. Building Space/Room Requested: _____
4. Equipment Requested: _____
5. Purpose of the Activity: _____
6. How many participants do you anticipate? : _____
7. Does your group charge a fee to participants? NO _____ YES _____ AMOUNT _____
8. List Dates Requested: _____
9. Entry & Exit Dates Times: _____
10. Actual Event Times (Will be listed on website): _____

Certificates of insurance must be submitted by all non-school organizations. (Board Policy 9.05)

Organizations/individuals utilizing the facilities are responsible for concussion education and management.

Organizations using the school facilities for profit or for their own personal use shall be charged a fee of \$75 per day per building or per ground of which \$25 per day is nonrefundable. The remaining amount to be returned shall be determined by the amount of work to be done by school employees to get the facilities back to their original state.

Any organization using the facility (building or grounds) and is in need of custodial or kitchen help shall pay the rate of time and one half of the salary of that employee unless a school employee will donate their services to the organization. If the school employee does not donate their services, the school district will pay the employee and bill the organization.

I have received and read the School District of Cornell's "USE OF FACILITY" policy and agree to abide by its regulations.

Signature

Date

Please return to the Principal of the building being requested.

Approved _____ Modified Approval _____ Not Approved _____ Fee Charged: _____

Key(s) Issued _____ Key(s) Returned _____

Principal's Signature

Date

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SUBJECT: SCHOOL FOOD SAFETY

I. MISSION STATEMENT:

The mission of the Cornell Food Service is to facilitate food safety practices from receiving procedure of the food, preparing of the food by the cooks and consuming of the food by the people in the school, which involves lunch and other activities.

II. GOALS/PURPOSES OF THE FOOD SAFETY POLICY:

- A. The goal/purpose of the Food Service is to make sure that all food prepared and served from the school kitchen is done properly and safely.
- B. Food Handling and Preparation:
 - 1. Food for the school should only be prepared in the kitchen and not brought in from outside the kitchen and stored in the cooler or freezer.
 - 2. Workers must wash hands with soap and warm water prior to handling any food.
 - 3. All food service areas must be cleaned and sanitized after work is done.
 - 4. Preparation of food should be done using cutting boards.
 - 5. When steam tables are used, keep enough water in them so they don't go dry. Clean up this area with soap and bleach.
- C. Food Safety Concerns:
 - a. Workers must make sure food is heated or cooled to the correct temperature.
 - b. Workers must make sure hands are washed properly and proper gloves are worn for handling food.
 - c. Workers must use correct cutting boards so there is no cross-contamination.
 - d. Workers must make sure that all food is kept at the correct temperature when serving.
- D. Ongoing Education and Training:
 - a. Material and/or classes are available throughout the year. Workers who wish to take classes or get materials can get in touch with the Food Service Director at the school or the Department of Public Instruction in Madison.

III. FOOD SERVICE:

- A. Chain of Command:
 - 1. Food Service Director
 - 2. School Leaders
 - 3. Cooks
- B. Education:
 - 1. Workers must know and follow the Wisconsin Food Code.
 - b. Workers must take Safety and Sanitation class every 4 to 5 years.
 - c. Workers must understand and follow Hazard Analysis & Critical Control Points (HACCP) principles.

IV. BANQUETS, FIELD TRIPS, PICNICS, ETC:

- A. Lead Person:
 - 1. One who organizes the activity (cook, teacher, advisor)
 - 2. The responsibility of the lead person is to have knowledge of safety and sanitation rules and to make sure all workers follow them.
- B. Food Safety Issues:
 - 3. Food should be prepared in the school kitchen and not be brought in from some other source.
 - 4. People preparing the food should wash their hands with soap and warm water or wear proper gloves before handling the food.
 - 5. People preparing the food should know the correct temperatures for heating, serving and cooling the food.
- C. Training and Education:
 - 1. Person in charge should have minimum training in safety and sanitation.

V. OUTBREAK, FOLLOW-UP PROTOCOL:

- A. Responsible Person:
 - 1. Food Service Director or whoever is in charge.
- B. Chain of Command:
 - 1. Head Cook
 - a. Principal
 - b. Superintendent
 - c. County Health Department
 - 2. Person In Charge:
 - a. Lead Person
 - b. Head Cook
 - c. Principal
 - d. Superintendent
 - e. County Health Department
- C. Prevention Education:
 - 1. Workers must make sure hands are washed often and after using the bathroom.

2. Workers should have clean clothes, clean hair and wear a hair cover if the hair is long.
3. Workers should not work if they have diarrhea or vomiting.
4. Workers should not work with food if they have open or infected wounds.
5. Workers should not work if they have persistent sneezing, coughing or a runny nose.

VI. KITCHEN USE RULES FOR OUTSIDE ORGANIZATIONS/PERSONS:

- A. All dishes, pots, pans, silverware and utensils that are used by the organization must be washed by hand and then put in the dishwashing room so they can be sterilized.

DO NOT TOWEL DRY THEM!!

- B. If an organization/person uses the stove or ovens, it must see that stoves or ovens are clean when the organization/person leaves.
- C. If an organization/person bake pizza in the ovens, they must use a cookie sheet for the pizzas or clean the ovens before they leave.
- D. The floor must be swept and scrubbed before an organization/person leave.
- E. A deposit of \$50.00 will be charged to an organization/person, and if anything is missing, the replacement price will be deducted from the fee.
- F. If the kitchen is clean and nothing is missing, the deposit fee will be returned to the organization/person.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE ISSUED: May 19, 1976

SHEET 1 OF 1

FILE NO. 8.05

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SUBJECT: OUTSIDE AGENCIES

The Cornell School District neither endorses nor advertises any commercial products or services, and the distribution of commercial advertising on any school premises is forbidden. No agent, salesman, or commercial representative is permitted to discuss business with employees or pupils on school premises except with permission of the administration staff.

No contests, drives or ticket sales or sale of magazines or merchandise involving groups or agencies outside of the schools may be sponsored or promoted by the schools without specific authorization by the Supt. of Schools.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 120.12 (20) SHEET 1 OF 1
DATE ISSUED: August 21, 1990
April 23, 2012
September 22, 2014

FILE NO. 8.06

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SUBJECT: TOBACCO

TOBACCO

The Cornell School District, in compliance with Wisconsin Statutes (Act 209) does hereby prohibit the use of all tobacco products on premises owned or rented by, or under the control of the Board of Education.

The Cornell School District will strictly enforce the policy of having a tobacco-free campus to include all nicotine-containing products except prescribed FDA approved cessation products.

Continued efforts will be made to educate students about these products and the health harm that they represent.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 123.09(2) (b-c) SHEET 1 of 1
DATE ISSUED: April 23, 2012

FILE NO. 8.07

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SUBJECT: ALCOHOL

The Cornell School District, in compliance with Wisconsin Statutes wishes to retain the option of allowing the use of alcohol on school premises under certain circumstances if specifically permitted in writing by the school administrator. Acting under its general power to manage the property and affairs of the district and its specific power to grant temporary use of school grounds, buildings, and facilities to any responsible group for any lawful purpose that does not interfere with school operations and functions, the school board has ample authority to promulgate such a policy.

This policy serves as the school administrator's basis for issuing or denying written permission governing the possession and consumption of alcoholic beverages for school and non-school functions.

Especially where outside organizations are concerned, it is important to note that school officials do not have power to authorize the sale of alcoholic beverages. Any community group granted temporary use of school property to conduct an event at which alcohol will be sold would have to obtain the necessary licenses or permits from the local municipality.

Under no circumstance will the school administrator grant authority to possess or consume alcohol beverages in a motor vehicle.

The following is from the Wisconsin Statutes:

- (b) Except as provided by par.
- (c) no person may possess or consume alcohol beverages:
 - 1. On school premises;
 - 2. In a motor vehicle, if a pupil attending the school is in the motor vehicle; or
 - 3. While participating in a school-sponsored activity.
- (c) Alcohol beverages may be possessed or consumed on school premises, in motor vehicles or by participants in school-sponsored activities if specifically permitted in writing by the school administrator consistent with applicable laws, ordinances and school board policies. Wis. STAT. § 125.09(2) (b-c).

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wi. Stats.

SHEET 1 of 1

FILE NO. 8.08

DATE ISSUED: Dec. 20, 1995

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SUBJECT: CORNELL SCHOOL DISTRICT ADVERTISING

A. PURPOSE:

1. To make money for the particular class/club for which the ad is being sold.
2. To teach students marketing skills.
3. To give the community a chance to have contact with the school and its students.

B. RULES:

1. There shall be no offensive, obscene or vulgar pictures, copy, or graphics allowed in any of the ads.
2. There shall be no advertising of liquor, tobacco, illegal drugs, drug paraphernalia, or other items which minors cannot lawfully purchase.
3. No ad shall solicit or encourage membership in any organization.
4. Only adults who are no longer in school shall be allowed to purchase ads.
5. Only one quote per ad. Quotes shall be allowed as long as they meet the above standards. A maximum of 20 words shall be allowed, and each quote must specifically identify its source.
6. Any class/club selling ads for a particular item reserves the right to place the ads in any order or on any page of the document in which the ads are placed.
7. Cost of the ads will be determined by the class/club selling the ads.
8. The advisor of the class/club selling the ad in consultation with the principal of the school shall have the final determination as to whether any ad is appropriate for the document in which the ad is intended to be placed. If the ad is determined inappropriate the advisor shall notify the purchaser as to reasons. The purchaser of the ad then has the choice to change the ad to make it appropriate or pull the ad and have the money for the ad refunded in total.

The Cornell School District does not discriminate on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional disability in the sale of any ads.

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LOCKER ROOM PRIVACY

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The District shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

- (1) Locker rooms are provided for the use of physical education students, athletes and other activity groups and individuals authorized by the building principal or by District policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.
- (2) No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.
- (3) No person may use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room at any time.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

This policy shall be posted in each locker room in the District.

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 120.12 (5) SHEET 1 OF 4
121.02 (i)
DATE ISSUED: Jan. 28, 1991 May 11, 2004
Dec. 19, 1994
Aug. 18, 2003

FILE NO. 9.01

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SUBJECT: SAFE & HEALTHFUL FACILITIES

SAFE AND HEALTHFUL FACILITIES - STANDARD (i)

Administrative Rule:

PI 8.01 (2) (i). A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for bringing the district operated facilities to the level of the standards established for safe and healthful facilities. The school board shall comply with all regulations, state codes, and orders of the department of industry, labor and human relations and the department of health and social services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed or special arrangements made to provide for safe and healthful facilities. Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

CORNELL SCHOOL DISTRICT SAFETY & FACILITY PLAN

- 1 - SAFETY & FACILITY COORDINATOR
District Administrator
- 2 - SAFETY & FACILITY SUPERVISORS
Head of Custodial & Maintenance
Principal/Elementary Building
Principal/Junior Senior High Building
- 3 - SAFETY & FACILITY COMMITTEE
District Administrator
Elementary Principal
High School Custodian
Elementary Custodian
High School/Elementary Instructor
Head Custodial Supervisor

COORDINATOR'S RESPONSIBILITIES:

- (1) Complete responsibility for the development, administering and making necessary changes in the safety program within the school district.
- (2) Makes annual reports to the school board on the safety program and the results of the inspection of buildings by the Safety and Facility Committee.
- (3) Maintains accident record system, makes accident report, investigates accidents, and checks to see corrective action is taken.
- (4) Makes personal safety inspections and supervises inspections made by the Safety and Facility Committee for the purposes of discovering and correcting code violations and safety hazards.
- (5) Makes certain that federal, state, or local laws, ordinances or orders bearing on safety are complied with.
- (6) Initiates and conducts activities that will stimulate and maintain interest of employees in safety.

SUPERVISOR'S RESPONSIBILITIES:

- (1) Give detailed instructions as to job performance and explain hazards and safety precautions in assigning personnel to jobs.
- (2) Plan work to see that the personnel, materials and equipment are available to perform the job safely.
- (3) Provide employees and students with safe tools and equipment to perform their responsibilities.
- (4) Check to see that employees and students are using protective equipment such as eye protection where required.
- (5) Actively participate in safety promotional activities.
- (6) Regularly inspect and maintain physical properties to insure good housekeeping practices are being followed.
- (7) Personally investigate all accidents and correct any unsafe practices or conditions to prevent recurrence.
- (8) Promptly report employee accidents and major student injuries to the coordinator.
- (9) Complete student injury reports as quickly as possible.

(10) See that injured employees or students receive first aid or medical attention.

SAFETY & FACILITY COMMITTEE'S RESPONSIBILITIES:

- (1) Annually make a thorough inspection of the buildings, equipment and site; inspect for maintenance of safeguards, general order, cleanliness, and lighting, check for fire conditions, extinguishers, and keeping exits clear; and make written reports of all safety recommendations.
- (2) Make written recommendations to the Cornell Administrator of Schools and the Board of Education for possible building improvements, additions or new facilities if viewed as needed.

PROGRAM OF ACTIVITIES:

- (1) Annual inspection of facilities by Safety & Facility Committee - Board to be notified two weeks in advance of semi-annual inspection of facilities.
- (2) Review of report by the Coordinator and Supervisors with the Board of Education.
- (3) Conduct training programs in safety.
- (4) Develop plans, if necessary, for complying with safety codes.

PROPOSED NEW FACILITIES
INSPECTION REPORT

DATE _____

CONSTRUCTION DATE _____

DATE OF LAST INSPECTION _____

INSPECTOR(S) _____

PROJECTED FUTURE OF BUILDING:

PROPOSED NEW FACILITIES

COMPLETION SCHEDULE

A. _____ Proposed Completion Date _____

_____ Reason _____

Current Status _____

B. _____ Proposed Completion Date _____

_____ Reason _____

Current Status _____

C. _____ Proposed Completion Date _____

_____ Reason _____

Current Status _____

D. _____ Proposed Completion Date _____

_____ Reason _____

Current Status _____

PROPOSED IMPROVEMENT & ADDITIONS
INSPECTION REPORT

DATE_____

CONSTRUCTION DATE_____

DATE OF LAST INSPECTION_____

INSPECTOR(S) _____

PROJECTED FUTURE OF BUILDING:

PROPOSED IMPROVEMENT AND ADDITIONS COMPLETION SCHEDULE

A. _____ Proposed Completion Date _____

_____ Reason _____

Maintenance Person/Contractor Responsible for Completion

Current Status _____

B. _____ Proposed Completion Date _____

_____ Reason _____

Maintenance Person/Contractor Responsible for Completion

Current Status _____

Proposed Improvement & Additions Inspection Report

PROPOSED IMPROVEMENT AND ADDITIONS

C. _____ Proposed Completion Date _____

_____ Reason _____

Maintenance Person/Contractor Responsible for Completion

Current Status _____

D. _____ Proposed Completion Date _____

_____ Reason _____

Maintenance Person/Contractor Responsible for Completion

Current Status _____

SAFETY HAZARDS OR CODE VIOLATIONS
INSPECTION REPORT

DATE_____

CONSTRUCTION DATE_____

DATE OF LAST INSPECTION_____

INSPECTOR(S) _____

PROJECTED FUTURE OF BUILDING:

HAZARDS OR CODE VIOLATION

CORRECTION SCHEDULE

A. _____

Proposed Completion Date_____

Person/Contractor Responsible for Completion

Current Status_____

B. _____

Proposed Completion Date_____

Person/Contractor Responsible for Completion

Current Status_____

C. _____

Proposed Completion Date_____

Person/Contractor Responsible for Completion

Current Status_____

D. _____

Proposed Completion Date_____

Person/Contractor Responsible for Completion

Current Status_____

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO: Wis. Stats. 120.12 (5) SHEET 1 OF 1
121.02 (i)(k)(1), 146.015
DATE ISSUED: Jan.28, 1991

FILE NO. 9.011

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SUBJECT: SAFETY PROGRAM

The Board of Education believes safety education and accident prevention are important to everyone concerned with the school district. The Board will take every possible precaution to protect the safety of students, employees, and other citizens present on district property or at school-sponsored events. Further, it is to be an objective of the Board and its staff to develop within the student body a positive attitude toward accident prevention, and that it will remain with the individuals and be applicable to their professional and community activities.

The Board will comply with all safety requirements established by governmental authorities and will insist that its staff adhere to recommend safety practices as these pertain to the school plan, special areas of instruction, student transportation, school sports, and other functions of the school district.

The practice of safety will also be considered a facet of the instructional program of the district schools. Instruction in accident prevention, fire prevention, emergency procedures, and road safety will be provided in appropriate grades and classes.

The responsibility for the school safety program will rest with many individuals including principals, teachers, custodial/maintenance employees and other staff as directed by the Superintendent through a comprehensive school safety handbook. The Superintendent shall establish a school safety committee in each of the district schools, and a district-wide safety committee to coordinate safety practices throughout the school district. The Superintendent shall develop a school safety handbook which will specify the make-up and responsibilities of other district staff, and specific safety practices and procedures for the various school areas and programs.

REFER TO:
DATE OF ISSUE: May 17, 2004

Sheet 1 OF 1

FILE NO. 9.02

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SUBJECT: IMPLEMENTATION PROCEDURES FOR GASB 34 CAPITALIZATION POLICY

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The capitalization policy will determine what dollar limit items will be capitalized as fixed assets. Capital assets shall be reported at actual cost. Donated items/assets will be reported at estimated fair market value or actual cost at the time they are received.

Capitalization thresholds (the dollar value above which asset acquisitions are added to the capital asset account), depreciation methods and estimated useful lives of capital assets reported in the district-wide statements and proprietary funds are stated below. These thresholds may be revised as needed by a majority vote of the board to appropriately reflect any necessary adjustments.

Based on the list below, the district shall develop a listing of fixed assets. Useful lives will be assigned to all asset types with a straight-line method of depreciation to be used. Any asset that doesn't fall into a specific function would/will be included in the General Category. Items that may fall into the General Category may include, but not limited to such items as, uniforms, textbooks and technology upgrades.

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Capitalization Threshold of \$5,000			
Code	ASSET CLASS	EXAMPLES	YEARS
1000	Land		N/A
1100	Site Improvement/Outdoor Equipment	Paving, flagpoles, retaining walls, fencing, outdoor lighting, bleachers, fuel tanks, playground	20
1200	School Buildings		50
1300	Portable Classrooms		
1400	HVAC Systems	Heating, ventilation, air conditioning	20
1500	Roofing		20
1600	Interior Construction		25
1700	Carpet Replacement		7
1800	Electrical/Plumbing		30
1900	Sprinkle/Fire Systems	Fire suppression systems	25
2000	Machinery & Tools	Shop & maintenance equipment, tools	15
2100	Kitchen/Custodial Equipment	Appliances, floor scrubbers, vacuums	15
2200	Science & Engineering	Lab equipment, scientific apparatus	10
2300	Furniture & Accessories	Classroom & office furniture	20
2400	Business Machines	Fax, duplicating & printing equipment	10
2500	Copiers		5
2600	Communications Equipment	Mobile, portable radios, non-computerized	10
2700	Computer Hardware	PC's, printers, network hardware	5
2800	Educational Computer Software		5-10
2900	Administrative Computer Software		10-20
3000	Audio Visual Equipment	Projectors, cameras	10
3100	Athletic Equipment	Gymnastics, football, weight machines, mats	10
3200	Musical Instruments	Pianos, string, brass, percussion	10
3300	Library Books	Library collection	5
3400	Licensed Vehicles	Buses, other on-road vehicles	8
3500	Grounds Equipment	Mowers, tractors, attachments	15

CORNELL SCHOOL DISTRICT
BOARD OF EDUCATION POLICIES

REFER TO:
DATE OF ISSUE: Dec. 20, 2004

Sheet 1 OF 1

FILE NO. 9.03

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SUBJECT: CHEMICAL DONATIONS

The Cornell School District and its staff will not accept donated paints, solvents, fertilizers, herbicides, pesticides and all other materials, products and chemicals unless it is approved by the administrator. Any donated material will be carefully evaluated in terms of the potential benefit and cost to the school district, considering hazard assessment and waste disposal challenges. The amount and shelf life of the products will also be considered. If accepted, the quantity will be limited to an amount that will be consumed within two years.

REFER TO:
DATE OF ISSUE: Dec. 20, 2004

Sheet 1 OF 1

FILE NO. 9.04

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SUBJECT: CHEMICAL PURCHASES

All chemical purchases will be limited to quantities that will be consumed within two years.

REFER TO:
DATE OF ISSUE: Dec. 20, 2004

Sheet 1 OF 1

FILE NO. 9.05

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SUBJECT: CERTIFICATE OF INSURANCE

Certificates of insurance will be obtained from all non-school organizations that use school facilities. They will also be required of all contractors before they begin any work. These certificates will be kept on file and updated on an annual basis.