



Wisconsin's Online Charter School

Student/Parent Handbook

2016-2017

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“Students Matter at iForward!”

Revised: July, 2016 (21417)

Summer, 2016

Dear iForward Students and Families:

Welcome! It is with great pleasure we present the 2016-2017 Student/Parent Handbook. The Grantsburg School District developed iForward to meet the diverse needs of all Wisconsin middle and high school students in a virtual online learning environment. We believe the effective use of technology and successful teaching strategies will result in students gaining an excellent school experience and an appreciation of life-long learning. This student handbook was created for your use and is a valuable reference on school policies.

We remind all students and parents that iForward requires daily school attendance. Our courses have live interactive teacher-led sessions held daily at specific times within Jigsaw. Jigsaw is our interactive virtual classroom where students talk to teachers, learn concepts and important information, and attendance is taken. The homework portion of school is open twenty four hours a day and is easily accessible by any computer and most cell phones. Attendance and participation is also measured daily within the homework portion of attending school.

For new students and those transitioning to iForward, you will notice we are continuing to offer our “Block-Quarterly” virtual course schedule. On average, students attending iForward will have three to four courses during each quarter of school. An entire semester course will be completed in one quarter (nine to ten weeks). This concentration of curriculum, with fewer courses going on at one time, can greatly boost student learning. The pacing in a block quarter schedule is fast, and we encourage students to keep up daily with their homework and assignments.

iForward will be offering a number of courses that will be taught by teachers and professors from the Wisconsin E-School Network (WEN). These courses are usually those with low enrollments or specialized instruction. By teaming up with WEN, iForward students have literally hundreds of course options. Please take notice that WEN courses operate with different procedures and policies. Your WEN teacher and iForward school counselors can help you understand what is expected when you take these courses.

With many years of experience providing online education to the students of Wisconsin, our staff and teachers understand what works best for students, and what learning obstacles to avoid. One of our major goals is to provide an optimal online educational environment to all of our students - and we will! iForward has placed an emphasis on career preparation coursework, vocational prep and dual credit courses. You will have the opportunity to graduate from high school and go anywhere you want to go and be successful. With our help, you can make this dream happen.

Our handbook will assist you in understanding iForward’s policies, procedures and operations. Included are the rules and practices which govern school behavior and pave the way to your academic success. iForward values responsibility, honesty, equality, and self-discipline. Diligence in study and respect in all school relationships is expected.

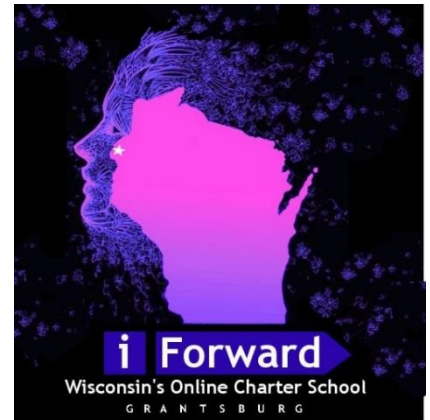
We look forward to working with you and being part of your total school educational experience. Please always feel free to let us know your ideas, suggestions and concerns. I want every single student and parent to understand that, at iForward, YOU matter to us. No exceptions!

Academically yours,



Mr. Billy Beesley, M.Ed., S. Ed.
iForward Principal & Executive Director

“Students Matter at iForward!”



iForward Vision Statement

Simply: “Students Matter at iForward!”

Grantsburg School District Administration

Dr. Joni Burgin, Superintendent
David Dahlberg, School Board President
Dan Ohnstad, Vice President
Christine Erickson Treasurer
Cindy Jensen, Clerk
Jason Burkman, Director
Russell Erickson, Director
Josh Prusinski, Director

Contact information for each Grantsburg School Board Member can be found at:
<http://www.gk12.net>

iForward Mission Statement

“The mission of iForward, Wisconsin’s Online Charter School, is to provide access to optimum virtual educational opportunities to enable Wisconsin students to develop the knowledge and skills necessary to achieve their educational and professional goals, and to provide leadership and service opportunities to their own local communities.”

iForward Trademark & Patent

The iForward name and logo are trademarks registered in the United States Patent and Trademark Office. The trademark number is 4318823. Any non-school use of the “iForward” name in anyway without written permission from the school administration is prohibited.

The Overall Goal of iForward

To help our students earn a high school diploma and graduate. Below are two photos of the graduating class of 2016. The ceremony was held in Madison.



2016-2017 iForward Middle & High School Calendar

August 29-31 All Teacher In-Service

September 1 First Day of School for Students (All School Assembly)

September 5 Labor Day (No School)

September 9 Drop/Add Deadline for Q1

September 16 Count Day (All Wisconsin Students)

Sept 26-29 Parent Teacher Conferences

September 30 Teacher In-Service Day (No School)

November 3 End of Quarter One

November 4 Teacher In-Service Day (No School)

November 7 Start of Quarter Two

November 14 Drop/Add Deadline for Q2

Novem 23-25 Thanksgiving Vacation (No School)

December 22 Christmas Holiday Break Begins (No School)

January 3 School Resumes

January 13 Count Day (All Wisconsin Students)

January 20 End of Quarter Two

January 23 Teacher Work Day (No School)

January 24 First Day of Quarter Three

February 1 Drop/Add Deadline for Q3

Feb 20-23 Parent Teacher Conferences

February 24 Teacher In-Service Day (No School)

March 24 End of Quarter Three

March 27 Start of Quarter Four

April 5 Drop/Add Deadline Q4

April 14 Good Friday & Spring Break (No School)

April 17 Teacher In-Service (No School)

April 18 School Resumes from Spring Break

May 29 Memorial Day

June 1 Last Day of School for Students! (1 Day June)

June 2 Teacher Work Day

June 10 Graduation for Class of 2017 in Madison

General iForward School Information

Principal's Parent Advisory Council

iForward has an established Parent Advisory Council that will meet on a regular basis. All iForward parents and guardians will be invited to meet at parent meetings. Meetings are held online and will include such topics as (1) Best Practices of Online Learners, (2) Tips and Strategies to be Successful in Online Learning, (3) Student Social Event Planning, (4) Many More Topics. Please consider taking an active part in our school by attending our parent's meetings.

Student Council Membership & Class Officers

If you are interested in serving on the Student Council or becoming a Class Officer, please contact the Class Advisor, Guidance Counselor or Principal. There will be three student council members for freshmen, three for sophomores, and four student council members for both juniors and seniors. Student council elections will be held each year within specific class meetings. The Student Council President must be a senior. Class officers include 9th, 10th, 11th, and 12th grade Presidents, Vice-Presidents, and Secretary/Treasurers. Elections are held each year within specific class meetings.

Student council and class officer membership eligibility includes a G.P.A. minimum of 2.0 and having passed all grade level required courses. In addition officers must attend a minimum of 80% of class meetings and maintain a good academic standing within the school. Student officers must be age and grade appropriate. First year high school students are freshmen, second year sophomores and so on.

Middle School (6th, 7th, and 8th) will also have class officers and student council members.

School/Social Events

Students are encouraged to participate in formal and informal school events, including field trips, dances, and graduation ceremonies. School/Social events will be held at locations statewide. They will be chaperoned by administration, parents and instructional staff. Students and guests must abide by the student code of conduct when attending these events. Transportation to and from each event is the responsibility of the student and /or family. Students attending school and social events must be in good academic standing with iForward.

Field Trips

Field trips are optional learning opportunities for students. Students are encouraged to attend but course grades will not be negatively affected by a student's inability to participate or attend.

Although field trips and tours are excellent extra-curricular learning opportunities, students and their families are responsible for any costs associated with the activity or experience,

as well as transportation to and from the event. Students attending school field trip events must be in good academic standing with iForward.

Student Clubs

The Grantsburg School Board and iForward schools have established guidelines for student clubs. We encourage all students to consider joining school clubs. The policy for student clubs can be found online at the Grantsburg Schools website. If you have any questions about participating in clubs, please check with the iForward school administration and faculty.

Dress Code

iForward expects its students to dress in attire that is appropriate to the setting of the school activity. Discretion of what is excessive or in bad taste will be left up to faculty and administration, as defined by the Wisconsin Statue #120.13 (1).

Student Religious Accommodations

iForward provides for the reasonable accommodation of a student's religious beliefs with regard to examinations and other academic and attendance requirements. Students are encouraged to inform their instructors/guidance counselor within the first two weeks of any course, school club and organization about any requested religious accommodations.

Discrimination

iForward does not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, and/or physical, mental, emotional or learning disability or handicap in its education programs or activities. Handicapped students (as provided for in Section 504 of the Rehabilitation Act of 1973) are identified, evaluated and provided with appropriate educational services.

Personal Respect

iForward instructors, administrators, and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action. Students are encouraged to contact the Principal should they receive or view any inappropriate communications or situations within the school's learning systems.

Student Code of Conduct (Overview)

iForward recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desires and expectations held by our community for our youth, and that the school must provide an environment that ensures the safety and well-being of students. For this reason, it is important that the school provides clear expectations and guidelines for students.

It is our goal to work with parents to instill in each student respect and responsibility. Proper respect must be shown all students and staff at all times. Ideally, our school is an environment where students are free to learn and grow as individuals, and where staff is free to do its work. For this ideal to become a reality, it is necessary that each individual conform to an ethical code of mutual respect and courtesy, and to recognize that each individual is entitled to certain personal rights. All students have the right:

- To learn in an environment that is safe from any type of abuse,
- To feel appreciated by hearing and responding with “please” and “thank you,” and
- To express themselves within each class respectfully, being thoughtful of others.

An important objective of iForward is to provide an educational climate which assists students in presenting themselves in a manner that promotes a positive and productive school environment, personal pride, and academic success.

*A more detailed iForward/GSD Code of Conduct is found in the appendix and online.

Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students’ written and oral communications must be free of vulgar, belittling, or offensive language.
- **Students must abide by rules, policies and procedures established by the course instructor.**

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct the behavior and/or may be prohibited from communication with classmates for the rest of the session and/or longer depending on the infraction.

If a student has been repeatedly disciplined in a virtual classroom, the student may receive read-only privileges in the virtual classroom for the rest of the semester or until the instructor deems it appropriate to restore privileges to the student. While students are in live teacher-led lessons, all chat and audio student interactions are considered “privileges”.

Student Blogging Policy

The most basic guideline to remember when blogging is that the blog is an extension of your classroom. You should not write anything on a blog that you would not say or write in your classroom. Use common sense, but if you are ever in doubt ask a teacher or parent whether or not what you are considering posting is appropriate. If you are going to err, err on the safe side. Therefore, any speech that is considered inappropriate in the classroom is inappropriate on a blog. This includes, but is not limited to, profanity; racist, sexist or discriminatory remarks; personal attacks. The entire student blogging policy is found in the appendix and online.

Academic Honesty

iForward does not tolerate academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work may result in a zero grade for the assignment. With the teacher's approval students may have opportunity to resubmit the assignment or complete an additional assignment to make up lost points. If students or parents/guardians have any questions concerning plagiarism, they are encouraged to speak to a teacher, counselor or the Principal.

The following procedure governs identification and discipline for instances of suspected academic dishonesty:

1. Instructor notifies student in writing that he or she has identified an instance in which the work's authorship/originality is in question and requests that the student respond in writing within three school days. Instructor will send a copy of the email to the Principal.
2. Instructor sends Principal an email identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, and the like.
3. If the student and teacher are unable to resolve the issue, the Principal contacts student and parent/guardian should it be determined the allegation is credible.
4. Principal makes a decision based on the evidence presented and informs instructor and student via email of the decision.
5. Student is placed on internal academic watch. Incident is reported to the student's other instructors. Student's work is routinely run through plagiarism-identification software. Additional disciplinary action may be taken.

Attendance, Participation and Truancy

iForward attendance and academic performance standards comply and exceed Wisconsin School Law, Act 222. Attendance in an online setting also requires **"engaging in one's classes and responding to a teacher's directive"** and includes the following two student behaviors:

Attendance Component – Includes logging in daily to the Online School (LMS - Buzz, Moodle, Acellus or Rosetta Stone) **and attendance in the live sessions in Jigsaw.**

Academic Component – Completion of **and maintaining** at least sixty percent grade of all required assignments and coursework in two or more classes by the 2nd week of the quarter and continuing throughout the quarter. If this requirement is not maintained the student is considered **Academically Truant.**

- (1) **Absent/Truancy** – One day without logging in to the LMS **and** maintaining completion of sixty percent grade of all required assignments in two or more classes (by week two in the quarter). Unless the school administration is notified, the absent student is considered unexcused and recorded as such.
- (2) **Five Day Absent/Truancy** – Five (5) consecutive school days without logging in to the LMS **and** maintaining completion of sixty percent grade of all required

assignments and coursework in two or more classes. The student is considered truant, unexcused and reported as such.

(3) Repeated Five Day Absent/Truancy – Two sets of five (5) consecutive school days without logging into the LMS and maintaining completion of sixty percent grade of all required assignments and coursework in two or more classes.

(4) Habitual Truancy – Three (3) sets of five (5) consecutive school days without logging in to the (LMS) and maintaining completion of sixty percent grade of all required assignments and coursework in two or more classes. **The State of Wisconsin and Resident School District are Notified of Habitual Truant Students.**

While iForward will make numerous efforts to inform the student and parent/guardian of the student's "Failure to Participate", it is first and foremost the student's responsibility to log in to the (LMS) daily and maintain completion and earn a minimum of sixty percent average grade for all assignments and coursework.

iForward's administration reserves the right to handle unique situations in relation to this policy. **However, a student whose lack of participation results in a "Habitual Truancy" status may be dismissed from iForward and required to return to his/her resident district and/or be recommended for expulsion.**

Notification of Absence

If the parent or guardian of a pupil attending iForward notifies the school in writing before a school assignment or directive is given that the pupil will not be available to respond to the assignment or directive during a specified period, the missed school days during that period may, if approved, not incur the consequences for failing to respond appropriately. However, iForward may require the pupil to complete any assignment(s) missed during the period.

We realize there may be times when an occasional illness may prevent you from attending classes. If this situation arises, the school office must be notified. We ask that parents contact the school administration office to report student absences. **Only the iForward school administration can authorize an excused absence, not your teachers.**

- ✓ For a **PARTIAL Day** absence, an email from either a student or parent is acceptable.
Email: attendance@iforwardwisconsin.com
- ✓ For **ONE FULL Day** absences, we can accept an email from students, but will need a **confirmation email** from a parent/guardian.
Email: attendance@iforwardwisconsin.com
- ✓ For **ANY MULTIPLE Day** absences, we need both an email message from a parent/guardian and **ALSO** a **phone call** from a parent/guardian.
Email: attendance@iforwardwisconsin.com

Please note that illnesses lasting more than three school days may need a note from the doctor/clinic for our attendance files. Fortunately, in online education, students most often are able to attend school and do well even when they are not feeling their best. This is one of the important benefits of attending and participating in an online public school.

***Failure to notify the school office as described above may result in unexcused absences and reported as such.**

**Parent/Guardian Absentee Reporting calls can be made to:
Jennifer Michel – 218-623-1440**

State of Wisconsin Count Days

Friday, September 16th, 2016 is the State of Wisconsin official “Count Day”. All students need to attend each live class session and should turn in a homework assignment for each class. We want to make certain the State of Wisconsin “counts” you on this important school day. Failure to attend school on count day is serious, and could result in the state voiding your open enrollment agreement.

Friday, January 13th, 2017 is the second official State of Wisconsin count day this upcoming school year. Again, all students need to attend each class and should turn in an assignment for each class.

Educational Leave

A student may be excused for other educational reasons with pre-approval of the Principal. With such pre-approval, students may be excused from school attendance for up to five (5) days each semester for attendance at a state or nationally recognized youth program of educational value. Family educational trips may also be allowed upon pre-approval from the Principal. However, any missed school day is considered an absence, whether excused or non-excused and will be recorded as such.

Emergency Absence Policy

Family Emergency Situations: Students who experience a family emergency should contact the iForward Guidance Counselors or/and Principal by either email or phone as soon as is reasonably possible.

Internet & Online Failures

Students who experience failure of their Internet access at home should contact the Guidance Counselor and/or the Principal immediately. Students are to **prepare two alternatives** for possible home Internet failures such as a public library and/or friend’s or relative’s Internet sources. **Technology and Internet failures are not deemed excusable for virtual high school education.** Have your backup plans ready!

School Academic Policies

Standardized Testing

Because iForward is a public school we are required to provide state testing. The state of Wisconsin is implementing additional testing examinations for students. All of these state exams are required and important. A major responsibility of the students and parents of iForward is to make certain you take these tests as directed. **Failure to take the state required tests could result in truancy and possible dismissal from iForward.**

The Aspire & Forward exams will be held for 6th-11th grade at various times during the school year. Test sites will be held at dates and locations throughout the state and will be proctored by authorized individuals. Pre-printed test booklets are distributed directly to test proctors in accordance with instructions from the state. **It is expected that each iForward student will participate in these important testings.** More information on the state required testing can be found at the Grantsburg School District Website. You can also contact the guidance counselor for more information. **All juniors will be taking the ACT tests as required in late February/early March.**

Policy on Late Assignments

It is important that students complete assignments and stay on schedule. Keeping current with assignments will allow teachers to provide individual and group assistance. Completing assignments on time will provide the student with knowledge necessary to be successful in future coursework. iForward curriculum provides due dates for assignments. Students should complete assignments on or before the assigned due dates.

Penalties for turning in late coursework **may include but are not limited** to a reduction in grade for assignments submitted after the assigned due date. Each teacher is allowed to set their own expectations and class policy for late assignments. Students and parents will receive emailed progress reports approximately mid-term each quarter. Parents and guardians will also be able to view student academic progress over the Internet.

Course Extensions & Incomplete Grades

Students are encouraged to make iForward administration aware of potential attendance and assignment submission issues that might impede their progress as early as possible in the semester. Quarter extensions may be granted at the discretion of the course instructor under the policy below and with the approval of the Principal. Students may request an extension of up to five school days following a quarter's final deadline (with the exception of the fourth quarter) under the following circumstances:

- A documented illness/medical issue has interrupted the student's work for more than two weeks during the course of the quarter,
- OR
- Unavoidable family responsibilities/situations have interrupted the student's work for more than two weeks during the course of the quarter,
- OR
- Unavoidable school-caused technology issues interrupt the student's work for more than two weeks during the course of the quarter.

AND

- Student has completed at least 50% of the total points possible in the course, or;
- Students has attended the majority of the course's live lessons, and;
- Student makes a formal, written request to the instructor at least one week in advance of the last day of the quarter, citing the reasons for which he/she is requesting the extension and giving a detailed Action Plan for completing the course within the requested extension.

If the instructor denies an extension, the student may appeal the decision to the Principal. The Principal may grant extensions or incompletes in the best interest of the student and his/her education. **The school policy is that students granted extensions and/or incompletes may only earn up to a passing grade for the course.** Exceptions to this policy are rare, and would indicate there are extenuating circumstances that could not be avoided. A student granted an extension or incomplete may appeal the passing grade only policy in writing to the Principal. Our goal at iForward is to ensure the integrity of the academic system, and not to grant an unearned favorable advantage to students over other students.

Course extensions for special circumstances may be provided by the school administration when it is deemed to be in the best academic interest of students.

An Incomplete shows up as an "I" on the semester transcript. If the student does not complete the course within the time period allotted, the "I" will be replaced by the actual grade he/she earned for the course (points earned/points possible).

Special Education

The Special Education program works with students that have identified special needs in academic areas. To qualify for this service, students must be referred for special testing and meet strict criteria. Special education teachers develop an individual educational plan

(IEP) for each of these students with the help of parents/guardians and regular classroom teachers.

iForward follows policies and procedures in alignment with the Grantsburg School District:

Title IX/Section 504

It is the policy of our school district to not discriminate on the basis of age, race, color, creed, religion, national origin, sex, marital status, with regard to public assistance or disability in its educational programs, activities or employment policies, Students that are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate education services. The Guidance Counselor is the first contact person for all 504 plans, to help provide planning, implementation and monitoring.

Academic Probation Policy

All students enrolled in iForward are required to meet certain academic standards. Our students are supported with certified teachers and guidance counselors who are responsible for delivering a quality high school education. In order to monitor our students' progress and address, those students who are not meeting reasonable academic expectations, it may be necessary in some cases to place students on a highly structured support system through an Academic Probation Policy. Students failing to meet the following criteria are subject to Academic Probation. A support structure to assist them in meeting their educational goals will be required.

Student performance will be evaluated at the end of each quarter. Students are expected to maintain a high level of engagement in their classes. The following criteria will be used to monitor student success in iForward courses. Those students not meeting the criteria will be placed on academic probation for not less than one academic quarter. At the end of the quarter a review of a student's academic performance will be conducted to determine if the Academic Probation should continue.

Academic Probation

Students whose overall academic performance does not meet the following minimum academic criteria may be placed on Academic Probation for a period of one (1) quarter after which a review of the student's performance will be conducted.

<u>Number of Classes Taken</u>	<u>Must Demonstrate Success in Minimum of</u>
3	2 of 3 classes
4	3 of 4 classes

Success is defined as earning a passing grade of 60% or better in any individual course.

Structured Assistance:

Students identified for Academic Probation will be required to take the following steps to ensure they are successful in their selected classes.

- If a student is identified for Academic Probation he/she will be informed of this decision via an email and a phone call by either the Guidance Counselor or Principal.
- A conference involving the student and the iForward Guidance Counselor will take place with the student and the student's parent/guardian. A plan for improvement will be developed in conjunction with the student's individual student learning plan. Upon completion of this conference, the student will be responsible for taking the following improvement steps:
 - **Required to attend a weekly phone conference with his/her Guidance Counselor.**
 - **Required to attend each and every course live session to receive extended help in course work.** If a student cannot attend a regularly scheduled office hour, the student must inform his/her teacher of the reason for the absence and set a time to review the recorded office hour session.
 - **A monthly review of student progress** shall be conducted by the iForward Guidance Counselor and a conference held with the parent/guardian and student to report progress and discuss any concerns.

Grading Policy

Grading policies are in compliance with District, State and iForward guidelines. Grading information and other course-specific information are provided online within each course. Parents and students should take notice that computer grading systems do not automatically place zeroes for late assignments into online grade reports. Online grades may not accurately reflect the actual official grade for unsubmitted coursework until teachers manually enter those zeroes. For more details about course grades, it is always best to talk with your teacher.

Credit for Courses

To earn percentage/letter grade credit for a course a student must earn at least 60% of the total points possible in the course. Any course-specific departure from this policy is clearly stated in the course syllabus and supersedes this policy. NOTE: Students with extenuating circumstances may petition the Principal to receive pass/fail credit for an academic course. A pass/fail grade is not available for AP courses.

Credit for Life Experience

A limited number of courses are available that allow students to earn credit for life experiences such as, but not limited to, athletics, internships and fine/performing arts practice or performance. Students who wish to participate in these experiences must register for the associated courses and complete the requirements of the course. These include logging time spent on the activity, providing documentation of instruction, and meeting the minimum contact/supervisory conditions established in the course syllabi.

Pre-approval by the Guidance Counselor and Principal is required.

Grade Point Average (GPA)

For the purposes of determining class rank and Valedictorian/Salutatorian, iForward uses a 5-point, weighted GPA scale. Courses designated as AP and Dual-Credit are valued at a maximum of 5.0 points/credit. All other courses are valued at 4.0 points/credit.

In an effort to facilitate standardization for college and scholarship applications, transcripts generated for external audiences may show a maximum GPA of 4.0 unless otherwise requested by a school or student upon the approval of the iForward Principal.

The grade point average for iForward students is calculated as follows:

1. Each student's grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
2. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
3. The minimal passing mark is a D- (0.7).
4. Pass/Fail marks are clearly identified and excluded from the calculation of grade point average.
5. Marks for Incompletes ("I") will be calculated as a 0.0 until the grade is replaced by a letter grade.
6. Courses marked as Withdrawals ("W") will not be included in GPA calculations.
7. Grades earned in non-standard programs (e.g. home-based) will not be used for determining Class Rank, Valedictorian or Salutatorian, or School GPA.

Honor Roll

The honor roll list is compiled at the end of each semester. To be included on the honor roll, students must meet the following qualifications.

1. Students must complete a minimum of 1.5 credits for the honor roll period.
2. Students may not receive a failing grade "F" during the honor roll period.
3. Students who achieve a GPA of 3.5 or above are recognized on the "A" Honor Roll
4. Students who achieve a GPA of 3.0 – 3.49 will be recognized on the "B" Honor Roll.

Class Rank:

All grades that count in your GPA will be figured into the class rank.

Valedictorian Policy:

iForward recognizes the top achieving academic senior student with the honor of being designated as the Valedictorian. The Valedictorian is the senior student with the highest numerical/cumulative GPA in the class who has met all graduation requirements as specified in the student handbook. The second ranking senior student will be designated as the Salutatorian. Any courses which were retaken for a higher grade will not count for purposes of being recognized as the Valedictorian or Salutatorian. Senior status for Valedictorian and Salutatorian is based on four years of high school. Fifth year, sixth year,

(or more) high school students are not eligible for these honors. In the event of a GPA tie, the following structure will determine the top academic student.

1. The highest number of advanced placement and dual credit classes on the student's transcript.
2. The total number of credits taken at iForward.
3. The student's ACT score.

Weighted Grade Scale/Grade Point Value

The following grade scale will be used to determine letter grades for iForward courses:

Percentage	Letter Grade	Grade Point Value	Dual Credit/AP Value
93-100%	A	4.0	5.0
90-92%	A-	3.7	4.7
87-89%	B+	3.3	4.3
83-86%	B	3.0	4.0
80-82%	B-	2.7	3.7
77-79%	C+	2.3	3.3
73-76%	C	2.0	3.0
70-72%	C-	1.7	2.7
67-69%	D+	1.3	2.3
63-66%	D	1.0	2.0
60-62%	D-	0.7	1.7
0-59%	F	0.0	0.0

Awarding credits

Credits and time spent on courses

- 1.0 credit typically equals one school semester in a block course
- 0.5 credit typically equals one school quarter in a block course
- 0.25 high school credits are earned for successfully passing each dual credit (college credit) and for some high school courses such as Math and Read Lab, Driver's Ed.

Students must receive a passing grade (D-/60% or above) in a course to receive credit.

Transfer Credits

Students may transfer credits from any accredited institution or public high school. Students wishing to transfer credits based on home school or home-based coursework, portfolios or course work completed at a non-accredited institution may petition iForward to have credits accepted. iForward reserves the right to refuse transfer credits from any home-based accredited, non-accredited institutions or from home-based educational experiences. Although students that enroll at iForward after the start of their freshman year are eligible to transfer credits earned towards their graduation requirements, they still must

complete at least five credits **from iForward** before being eligible to earn an iForward diploma. Students are eligible to transfer up to eight (8) home-based credits per high school year. iForward students taking dual credit courses can import earned credits to iForward to be included in the five credit minimum. However, a minimum of 3.0 credits must be earned each year taking iForward specific courses.

Home-based documentation needs to be submitted before August 1st of the incoming student's first year at iForward to be considered for academic credit. Failure to do so may result in students being assigned as a freshman. While attending iForward, home-based credits earned are not accepted as transferable credits into iForward. **A more comprehensive home-based policy is found on the Grantsburg School District website.**

Grading Appeals Process

Students wishing to appeal a final grade in the course must follow the appeals process, including:

- Submit a written request for a detailed copy of the student's grade book from the course Instructor.
- Identify in writing any assignments that he/she would like re-evaluated.
- Explain in writing why the student believes the grade on each of the identified assignments should be revised.
- Submit identifications and explanations to the course Instructor.

The Instructor will respond to the student's questions in writing. If the student is not satisfied, he/she may request an evaluation of the identified assignments by the Guidance Counselor and Principal. The student must submit all of the documentation from the process described above. The school's Guidance Counselor will make a determination. If the student is still not satisfied, a final appeal will be made to the Principal where the decision is final.

iForward Graduation Requirements

To earn a diploma through iForward incoming students must meet the following graduation diploma requirements, which have been approved by the Grantsburg School District Board of Education and the State of Wisconsin

Each student must earn a **minimum of 22.0 credits** as listed below during his/her years in high school.

Subject	Credits
English	4.0
Math	3.0
Science	3.0
Social Studies	3.0
Physical Education	1.5
Health	0.5
Senior iForward	0.5

Electives	6.5
Total Credits	22.0

High School Civics Test:

- Students must correctly answer at least 60 of 100 questions identical to the INS citizenship test in order to graduate from a WI public, charter, or private school participating in a parental choice program. Students are allowed to retake a test an unlimited number of times in order to achieve a passing score.
- Students with IEP's must take the test, but do not have to pass it in order to graduate.
- Students identified at Limited English Proficiency (LEP) may take the test in their language of choice.

118.33 (1) (a) Wis. Stats. WI Act 55 (2015)

Academic Grade Level Standings

4 or less credits = 9th grade

10.0 to 15 credits = 11th grade

(And passed all required 9-10th courses)

4.5 to 9.5 credits = 10th grade

15.5 to 22 credits = 12th grade

(And passed all required 9th courses)

(And passed all required 9-11th courses)

Chronological Grade Level Standings (For State Testing Purposes)

First year of High School = Freshman

Second Year of High School = Sophomore

Third Year of High School = Junior

Fourth Year of High School = Senior

Fifth Year+ of High School = Super Senior

Registering students for courses

Course Load

All students new to online learning are encouraged to take three courses in their first quarter at iForward. Sophomore through senior students may take three or four courses through iForward each quarter. If a student wishes to take more than four courses during a quarter the student must petition the school Principal for consideration. High level advanced courses (AP and certain electives) may have prerequisite courses required and a minimum of a 3.0 grade point average to be eligible to register.

Seniors must take a minimum of three classes their first two quarters and earn five total credits (with a minimum of 22 total credits) at iForward to earn an iForward diploma. Exceptions to this policy are made only through the Principal.

Students inexperienced in online learning may become overwhelmed and not succeed when taking more than three classes. **Under no circumstances will a student be registered for more than four classes in one quarter without advanced written approval from the Principal.**

Required Courses by Subject Area & Grade & Age Level

The following courses are required by iForward, Grantsburg School District and/or the State of Wisconsin. **Guidance counselors, the Registrar, and the Principal may assign state and district required courses to any student to keep them on track for graduation when they feel it is in the best academic interest of the student.** In addition, the administration may not approve student requested courses if a student is not on the grade-level track to graduate with a minimum of twenty-two credits. An objective of iForward and GSD is to have students pass required and elective courses to earn their diploma and graduate at normal grade and age levels.

English (4.0 Credits)

- 9th Grade: English I: Literature & Composition
- 10th Grade: English II: Critical Reading & Effective Writing
- 11th Grade: English III: American Literature **or an English elective**
- 12th Grade: English IV: British Literature **or an English elective**

**College-bound students should consider taking American Literature & British Literature*

**Other English elective courses are also recommended*

Mathematics (3.0 Credits)

- Pre-Algebra, Introductory Algebra, and similar math courses (1.0 Credit)
- Algebra I (1.0 Credit Required)
- Any other Mathematics above Algebra 1 (1.0 Credit) (Geometry is the next sequential course)
- Exceptions are considered upon approval of the Guidance Counselor or Principal

**College bound students should take at least 3 years of core Mathematics including (in preferential sequence) Algebra 1, Geometry, Algebra II, Trigonometry, Pre-Calculus or Calculus.*

Science (3.0 Credits)

- Physical Science (1.0 Credit Freshman Course)
- Biology (1.0 Credit Sophomore Course)
- Any other Science courses including Earth Science, Forensics, & Vet Science and Other Science Electives

**College bound students should take a minimum of 3 years of science. College bound students should take Chemistry in their junior year & Physics their senior year. Earth*

Science may not be acceptable to many four year colleges to fulfill core science requirements.

Social Sciences (3.0 Credits)

- U.S. History (1.0 Credit) Usually taken in the Junior Year
- U.S. Government and Politics (0.5 Credit) Usually taken in the Senior Year
- World History, Geography or other Social Studies electives (1.5 Credits)

Physical Education (1.5 Credits)

- (Three Courses over A Three Year Time Period Preferably)

Health Education (0.5 Credits)

- (One Block Quarter Course - Preferably a Freshman Course)

Electives (6.5 Credits Minimum)

- College bound students should take electives within core areas. Examples of this would be Pre-Calculus and Trigonometry, Chemistry, Physics, Economics, and the like. Students in electives should move toward their goal or in areas where they have been successful in the past. This means a student who plans to attend a vocational school, for example nursing, may want to register in classes like Introduction to Health Sciences or Chemistry. College bound students may also wish to take two years of a foreign language which is required by some universities.

Seniors Special Requirements “Senior iForward Course” (0.5 Credit)

1. **Senior Community Volunteer Service Project Requirement (CVSP)** – iForward students demonstrate their skills, knowledge, and awareness of their place in the local community by producing a capstone project that includes a project or performance, volunteer community service, and a reflection paper. The volunteer project should take a minimum of 30 hours to complete. Students are encouraged to begin their project early in their senior year. **The CVSP must be done on-site and under direct supervision of the community non-profit organization.**
2. **Post High School and Beyond Plan Essay Requirement** - Students will develop an education/career plan for their high school experience and for five years following graduation. This plan will help students start thinking about their futures and focus their course selection on courses which will prepare them for their career interests.
3. **Senior Portfolio & Presentation Requirement** - As a prerequisite for graduation from iForward, students will maintain an online portfolio of their best work and a brief “Lessons Learned” statement from all courses and activities completed at iForward. The portfolio presentation is the final activity for the Senior iLearning course. The presentation is done live over the Internet.

*** iForward’s “Senior iForward” course embodies several elements of learning in an online, independent study environment (including CVSP Site) and planning around the student’s current goals and future plans. The three major elements are: (1) the student’s Senior Community Volunteer Service Project; (2) completion of the Post High School & Beyond Plan, and (3) development, maintenance, and completion of the Senior Student Portfolio & Presentation.*

Wisconsin E-School Network Courses

iForward will be offering a number of courses that will be taught by teachers and professors from the Wisconsin E-School Network (WEN). These courses are usually those with low enrollments or specialized instruction. By teaming up with WEN, iForward students have literally hundreds of courses to choose from. **Please take notice that WEN courses operate with different procedures and policies.** Your WEN teacher and iForward school counselors can help you understand what is expected when you take these courses.

Adding and Dropping Courses

Students may drop or add courses through the first few school days of the quarter without penalty. The specific drop/add dates are found in the school calendar and range between 5-7 days into a quarter. After the drop/add date, students may petition the Guidance Counselor to add a course. Students wishing to drop a course after the drop/add deadline will be guided by the withdrawal policy. Core and required courses cannot be dropped after the drop/add period.

Low-Enrolling Courses

Some courses are dependent upon enrollment. Students are encouraged to register early to secure a place in the course and to ensure that the course has sufficient enrollment. Students will be informed during the registration process if it is necessary to select an alternate course. They will automatically be enrolled in the alternate course if their original course choice does not have sufficient enrollment. For all low enrolling courses, the iForward administration reserves the right to cancel a course.

Withdrawing from a Course

There may be situations when a student is allowed to drop a course past the drop/add deadline. **If** a student is allowed to drop a course beyond the drop/add deadline, and up to a maximum of twenty-two days (22) into the quarter, the course will appear on the student's transcript with a designation of "W". Withdrawn courses will not be counted in a student's GPA calculations. After 22 days into a quarter, a course drop will not be allowed, and unfortunately, an unfinished course could result in a grade of "F". Students should contact the Guidance Counselor if wishing to learn more about the add/drop process. Students are advised to pay close attention to the Drop/Add dates for the quarter and to use the withdrawal option only when absolutely necessary. If the school administration reaches a decision that continuing on with a course is not in the best academic interest of the student, they may remove the student from the course at any time during the semester.

GRANTSBURG SCHOOL DISTRICT YOUTH OPTIONS PROGRAMS

The Youth Options Program allows high school juniors and seniors who meet certain requirements to take postsecondary courses at a technical college or institution of higher education. Students are strongly encouraged to maintain a 3.0 minimum GPA to be considered for youth options courses.

Eligible institutions of higher education are found on the DPI (Department of Public Instruction) website and are all located within Wisconsin. For more information it is best to contact your guidance counselor or student advisor.

This program opens the door to greater learning opportunities for students who are considering a technical career, students wishing to begin college early, or students who want to prepare to enter the workforce immediately after high school graduation.

Under youth options, the student does not have to pay for a postsecondary course if the school board determines the course may receive high school credit and the course is not comparable to a course offered in the school district. If approved by the school board, the student will receive both high school and postsecondary credit for a successfully completed course. Students taking youth options or dual credit courses still need to be enrolled in at least one iForward high school specific course at all times and the student needs high school course(s) to maintain normal age level graduation timelines with their cohorts. This requirement may be waived if a student is enrolled in 12 or more credits in one semester in the youth options courses and on schedule to graduate with their class cohorts.

Graduation Ceremony

In order to participate in the graduation ceremony, students must have met all required credits for graduation and school, district, and state graduation requirements. Family and friends of graduates are encouraged to attend graduation and related activities. Madison has been the location for the past eight years of graduation ceremonies.

Academic Freedom/Student Rights

In addition to other rights established by law, each student served by or in behalf of a common school district shall possess the following substantive rights:

- No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, sexual orientation, pregnancy, marital status, or a physical, mental or sensory handicap.
- All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble (see Freedom of Assembly) and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their school LMS free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such right.
- All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures.
- All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district.
- No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.
- The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the State of Wisconsin or the rights retained by the people.

Computer Use Policies

Student & Parent Laptop Policy & Agreement

iForward will loan school laptops to students who are in need of a computer. However, students and parents are responsible for maintaining the optimal operating condition of the laptop. The students/parents will be **financially responsible for the repair/replacement** of the laptop if inappropriate non-school use was the root of the problem. We will attempt to make repairs remotely with our technology team. However, if the laptop is beyond remote repair, it will need to be returned to the tech team. In this case, the school may charge a minimum \$98.00 laptop repair fee before the replacement laptop is sent back to the student's home.

Students should take caution to protect school issued laptops from accidental damage or virus infections. Damaged, broken or virus stricken laptops, whether accidental or not, may also mean no school replacement laptop will be available. Students may need to use their own resources and computers to attend school.

Parents/Guardians and Students need to understand that school laptops lost, stolen or significantly damaged will need to be replaced. In situations like these, **the full cost will be charged to the family to replace the laptops which is estimated to be approximately \$722.00.** This amount includes the replacement laptop, warranty cost, software educational licensing, and other software costs. Replacement computers can only be purchased by the school district and not by the student or family.

By borrowing a school laptop, we agree to the above and below statements.

- I (We) would like to borrow an iForward school laptop for our education.
- I (We) agree the school laptop is to be used for school and educational purposes only.
- I (We) agree there will be no downloading of any program or software without written permission from the school administration.
- I (We) understand and agree we will be financially responsible for any physical damage, virus infection, whether accidental or not, lost, stolen, or missing laptops. **We acknowledge and understand the laptop replacement charge will be approximately \$722.**
- We agree to reimburse the school for the repair or replacement of the school laptop **within 30 days.**
- I (We) agree to follow all rules and provisions of the Grantsburg School District/iForward Acceptable Use Policy. We understand the school laptop can be recalled at any time.
- I (We) understand and agree any hardware or software is owned by the GSD/iForward.
- **I (We) understand and agree we will have a backup computer available at a moment's notice. We understand attendance is required whether we are using a school issued laptop or not.**
- I (We) intend to use a school issued laptop to attend school and agree to each provision listed above. **Co-Signers** are intended for Students not living with their Parents.

Signature of Student

Date

Print Name of Student

Signature of Parent/Guardian

Date

*Signature of Co-signer

Date

Phone number of Co-signer

Address of Co-signer

Email of Co-signer

*Co-signer must have pre-approval from school administration

Student Responsibilities

Email & Student Responsibility to Respond to Teachers/Staff

Each student will have the ability to communicate with iForward staff through an internal messaging email system. **Students are not allowed to mass email other students or staff members without administrative approval.** All students are to follow the Grantsburg School District Internet Use Policy (iForward Website) and Student Academic Commitment (see below).

Students should check their school email accounts a minimum of once daily and respond to all iForward staff messages within one school day.

Use of Language and Images

Students must not use vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in any written or oral communications, including email, instant messaging, texting, discussion board, listserv, virtual classroom, student websites, or photographs. Students are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites.

Student Discussion Board Policy

We encourage an open and honest exchange of ideas and expect all users of message boards to respect the rights of others.

If you have any questions regarding message boards, please contact the teacher, the class advisor, the Guidance Counselor or the Principal. The message board policy may be revised at any time. Please check the policy page regularly for the most current policy.

iForward monitors messages posted on the message boards and will remove messages that are inappropriate. Repeat offenders will be reported to the Principal.

Users of iForward message boards should use common sense when posting messages. Users of the message boards are always under the same behavioral expectations set forth in this student handbook and any updated version of the handbook.

Users of iForward message boards agree not to post anything false and defamatory, harassing, intimidating, inaccurate, abusive, vulgar, bullying, hateful, obscene, profane, sexually oriented, threatening, invasive of a person's privacy, or otherwise in violation of applicable law.

Messages that are posted for advertising purposes to promote the buying, selling or trading of any commercial product, service or item are prohibited.

While it is impractical to list every possible violation of our policies, the above should be used as guidelines. The iForward team reserves the right to suspend message board privileges for anyone found violating the above policies or the intent of these policies. As a student of iForward, you may report serious violations of this policy to a school Guidance Counselor or directly to the Principal, Mr. Billy Beesley, at billy.beesley@iforwardwisconsin.com.

School Laptop Insurance Coverage

School insurance will not cover stolen, lost or fire-damaged equipment. iForward highly recommends adding the school laptop to the parent's/student's homeowner's/renter's insurance policy. Without the insurance protection against stolen, lost or fire-damaged equipment, the student and their family are financially responsible for replacement costs for any equipment damaged by fire, lost or stolen. **All technology packages must be insured up to \$1,000.00.**

Student Directory Data

As per state statute 118.125(2) (j) certain personally identifiable information contained in a student's record is "Directory Data" and may be disclosed without prior consent. Directory data means those students records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the pupil. Schools and other agencies find this information in things like athletic programs, yearbooks, and newspaper releases.

Parents, adult students, and legal guardian or legal guardian may deny release of all or any part of the directory data without prior consent, by notifying the building Principal or district administrator, in writing within fourteen days of the publication of this notice. For students enrolling after the notice is published, the list will be available to the student's parents, adult students, legal guardian or guardian within two weeks of enrollment. You have the right to review and request a change in all records that are inaccurate or misleading. Parents may give permission to the school to release information from their child's records, or file a complaint with the Department of Education if they feel the district is not complying with the law.

Appropriate records for students transferring to another school will be forwarded upon official written request from the new school.

Confidentiality

It is the policy of iForward to protect the privacy rights of students and keep confidential any matters that encroach on these rights. At times it is necessary to involve police, social services, probation or other public agencies regarding the welfare of students. iForward staff will take appropriate measures to ensure the confidentiality of students is maintained during these contacts.

STUDENT RECORDS NOTICE

Student Privacy

iForward complies with Federal Laws 93-308 and 93-568 and presents this information for iForward parent(s) and/or guardian(s) and students.

iForward maintains student records for each student attending school in the District. State and federal laws require that the maintenance of such records assure confidentiality. A cumulative record file for each student is kept in the iForward office showing her or his educational progress. Parents may see this file on request. The request should be made in writing with advance notice. The counselor or Principal will then schedule a mutually agreeable time to view the file. School personnel will be glad to interpret the results of any psychological, ability, or achievement test within their area of expertise, or arrangements may be made for someone to do so. We prefer to have a signed release form before records are sent to another school if a student moves. Accordingly, the following shall apply at iForward:

1. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established District procedures. iForward will respond to such requests without unnecessary delay and in no case more than 45 days after the request is made. Copies of iForward student records procedures are available upon request at the iForward Office.
2. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with established iForward procedures. Copies of the iForward procedures are available upon request as outlined above.
3. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A "school official" is a person employed by iForward who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of iForward as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the School Board; a person or company with whom iForward has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent or student 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 or safety interest" if the official needs to review a student record in order to fulfill his/her professional or iForward responsibility. iForward shall transfer a student's records to another school or school district without consent upon request in accordance with

state law. iForward procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s) or guardians) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged iForward noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Further, the Board of Education has designated the following student record information as directory data: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and name of school most recently previously attended by the student. This information may be disclosed to any person UNLESS the adult student, or parent legal guardian or guardian ad litem of a minor student informs the school that all or any part of the directory data may not be released without the prior consent of the adult student, parent, legal guardian or guardian ad litem. iForward will not release directory data earlier than two weeks (14 days) after the opening of school or receipt of this notice.

Informal Events

Students and families are encouraged to hold and participate in informal iForward events. Students/Families interested in sponsoring an informal iForward event must obtain written approval from the iForward Executive Director or Principal; if approval is not obtained, the event is not an official iForward event. Informal iForward events must be chaperoned by responsible adults. Students must follow the code of conduct. Students/Families are responsible for transportation to/from the event.

Student Support Operations

Internet Service Stipend

The iForward School Policy is to reimburse \$70 per semester to each family. To be eligible, students must;

- (a) Meet the attendance guidelines in the Student/Parent Handbook (no truancies and unexcused absences).
- (b) Participate in all required standardized testing.
- (c) Pass a minimum of two courses each quarter.
- (d) Be enrolled as a full time student the last day of each semester.
- (e) Not owe iForward/GSD any fees or hardware/software repair bills.

Broken, Damaged & Virus Infected School Laptop Policy

iForward will loan school laptops to students who are in need of a computer. However, students and parents are responsible for maintaining the optimal operating condition of the laptop. The

students/parents will be financially responsible for the repair of the laptop if inappropriate non-school use was the root of the problem. We will attempt to make repairs remotely with our technology team. However, if the laptop is beyond remote repair, it will need to be returned to the tech team. In this case, the school may charge a minimum \$98.00 laptop repair fee before the replacement laptop is sent back to the student's home.

Students should take caution to protect school issued laptops from accidental damage or virus infections. Damaged, broken or virus stricken laptops, whether accidental or not, may also mean **no** school replacement laptop will be available. Students may need to use their own resources and computers to attend school.

Parents/Guardians and Students need to understand that school laptops lost, stolen or significantly damaged will need to be replaced. In situations like these, **the full cost will be charged to the family to replace the laptops which is estimated to be approximately \$722.00.** This amount includes the replacement laptop, warranty cost, software educational licensing, and other software costs. Replacement computers can only be purchased by the school district and not by the student or family. **This form must be printed, signed, and then faxed (715-463-2534) or scanned and emailed back. Electronic signatures are not valid.**

By borrowing a school laptop, we agree to the above and below statements.

- I (We) would like to borrow an iForward school laptop for our education. We understand to avoid being charged fees we must save the original box for the laptop and any other equipment for return. We also agree to return the laptop in very clean condition to avoid associated costs.
- I (We) agree the school laptop is to be used for school and educational purposes only.
- I (We) agree not to download of programs or software without written permission from the school.
- I (We) understand and agree we will be financially responsible for any physical damage, virus infection, whether accidental or not, lost, stolen, or missing laptops. **We acknowledge and understand the laptop replacement charge will be approximately \$722.**
- We agree to reimburse the school for the repair or replacement of the school laptop within 30 days.
- I (We) agree to follow all rules and provisions of the Grantsburg School District/iForward Acceptable Use Policy. We understand the school laptop can be recalled at any time.
- I (We) understand and agree any hardware or software is owned by the GSD/iForward.
- I (We) understand and agree we will have a backup computer available at a moment's notice. We understand attendance is required whether we are using a school issued laptop or not.
- I (We) intend to use a school issued laptop to attend school and agree to each provision listed above.

A more precise school laptop policy outline specific details regarding student and parent responsibilities is available on the website of the School District of Grantsburg. The policy requires parent and student signatures indicating you understand and agree to all provisions of the school laptop policy.

Acceptable Use Agreement

iForward students, and if under the age of 18, their parent(s) or guardian(s), must accept the responsibility for using the computer, printer and course materials, and the system

supplied by Insight in a responsible and appropriate manner by signing an Acceptable Use Agreement, a legally binding contract.

This Agreement contains certain promises concerning the use of the course materials, computer and printer (“Hardware”) and other systems that iForward may provide access to that enable a Student’s online education (e.g., Online school (LMS), student information system (SIS) and internal email, “(Systems”). The Hardware, Systems and course materials (collectively, “iForward Property”) are intended to provide a means for educational activities only.

For a copy of the complete Acceptable Use Agreement, please contact iForward. This policy is also found on the iForward and Grantsburg School District websites and as an addendum at the bottom of this student/parent handbook.

Distribution and Return of Materials and Equipment

iForward may provide physical materials, books and other curricular supplies for some courses. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of course(s). Parents will be provided with shipping labels and instructions on how to return equipment and materials.

However, due to the nature of online learning, most educational materials are virtual and not physical. Those students and parents who wish to supplement the virtual educational materials with physical materials not provided by the school, are welcomed to do so at their own expense.

Student Inquiries

Students are encouraged to ask questions! The following guidelines define the process and appropriate contacts for common student questions. Students should submit their questions/problems via e-mail to info@iforwardwisconsin.com or by phone to 1-218-623-1412 or 1-855-447-4723 as soon as possible.

Academic Support

Students should contact their course instructors for questions related to course content. Contact with the instructor should take place via school email, attending the instructor’s office hours, or by calling the teacher’s school phone extension.

Academic Counseling/Guidance Support

Students should contact their Guidance Counselor for academic counseling or guidance. Students may also contact their assigned teachers for assistance. The school’s Guidance Counselor will be available to all students for academic counseling and guidance support at 1-218-623-1408 or 1-855-447-4723.

Sexual Harassment Policy

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile, or offensive school or work environment. This can include:

- sexually suggestive looks or gestures
- sexual jokes, pictures, or teasing
- pressure for dates or sex
- sexually demeaning comments
- deliberate touching, cornering, or pinching
- attempts at unwanted physical encounters
- threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advance.

Defiance

While iForward encourages healthy debates as an important facet of developing critical thinking skills, all communications must be within guidelines affording staff proper respect and courtesy. Students should follow the requests of school staff. Failure to do so may result in disciplinary action. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Harassment, Intimidation, and Bullying

No one should be subjected to harassment at school for any reason. Therefore, it is the policy of iForward that all students will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs, or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, or disability is prohibited and shall be grounds for disciplinary action.

iForward does not tolerate intimidation, harassment, bullying, and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Offenses may lead to suspension or expulsion in accordance with the School Discipline Policy.

iForward will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If a violation has occurred, iForward will act appropriately within the discipline codes of the school district and will take reasonable action to end the harassment/bullying.

Discipline

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team and the student agrees to the benefit of the stated goal. In addition, any consequences that are used to modify unwanted behaviors should be supported at home by parents/guardians. Consequences will be imposed promptly, firmly, fairly, consistently, and progressively.

It should be noted that there are instances where this process may be altered. Behaviors such as: violence toward others, bullying, harassment sexual or otherwise, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the Principal and remedial measures including suspension and expulsion.

The Principal shall be contacted and will make decisions based on the appropriate measures for the situation, incident or issue at hand on a case by case basis.

Students Endangering Themselves or Others:

In the matter of drug use, drug distribution, alcohol abuse, weapons, and any other exceptional misconduct or activity that endangers the students, classmates or iForward staff, the school reserves the right and responsibility to use all appropriate legal and statutory remedies available. In addition, iForward will follow the Grantsburg School District policies regarding suspension and /or expulsion policies and procedures.

Appeal Process

A parent or a student has a right to appeal disciplinary action. To appeal a disciplinary action, a letter must be received by the iForward Principal within 10 school business days (Monday through Friday, 8:00 a.m. to 4:00 p.m.).

Readmission

A student, who has been long-term suspended or expelled from iForward and wishes to be considered for entrance or readmission to iForward, must appeal to the Grantsburg School District Superintendent.

Revisions to Student/Parent Handbook

***This student/parent handbook is subject to revision.** There will be times during the course of the 2016-17 academic year where revisions to iForward procedures and policies will become effective without advance notice to students or parents. We will make significant changes available to all members of the iForward community by email, direct mailings, or on the school's website. Please note this handbook does not entail all of the policies and procedures iForward operates as a charter school of the Grantsburg School District. These policies and procedures can be found at: <http://www.gk12.net/> (Select "District", then select "Policy Manual"). In addition, there are addendums below all students/parents should review.

iForward National Honor Society

Purpose:

The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students at iForward

Selection of Members:

1. To be eligible for membership the candidate must be a member of the senior or junior class. Sophomore may participate in the application process with active membership beginning the following school year. Candidates must have been in attendance at iForward the equivalent of one (1) semester to be eligible for membership. The selection takes place during the 3rd quarter annually.
2. Candidates must have a cumulative grade point average of 3.0 or better and receive a GPA 3.0 or higher each quarter thereafter. Students interested in membership to National Honor Society must fill out the application packet and return it to their counselor by the deadline date. Candidates shall then be evaluated on the basis of service, leadership, and character.

Membership Requirements:

The following violations in eligibility will result in the loss of membership to National Honor Society:

Academic Eligibility

- Academic eligibility is determined by the student's cumulative GPA. Academic eligibility will be reviewed at the end of each term. If a member fails to meet the GPA requirement, the member will be notified by the NHS advisor in writing and have 1 term to correct the requirement. If the GPA requirement is not corrected at the end of the term, the member will be dismissed from NHS.
- Violation of the academic honesty policy as defined in the iForward student handbook.

Behavioral Eligibility

- A student must at all times display conduct becoming of a member of National Honor Society. This conduct includes, but is not limited to, a proper attitude, cooperation, loyalty and honesty.
- Insubordination and other behaviors leading to suspension from school will be grounds for loss of membership.
- A classification of habitually or academically truant will result in a student's dismissal from National Honor Society.

Service Eligibility

- Members must complete a minimum of 20 hours of community service per year of NHS membership. Seniors can also use these same hours for their senior iForward class requirements if pre-approval is received from the senior iForward teacher.
- Members are required to participate in 50% of organized service projects throughout the school year as defined by the NHS advisor.

Membership Revocation Process (According to NHS Constitution):

Upon learning of a NHS member's violation of eligibility, the following procedure will be followed:

1. The department heads will meet to review the accusation and give the student the opportunity for due process. No principal or assistant principal may vote on student dismissal. (Article VII of the NHS Constitution)
2. The department heads, in compliance with the rules and regulations of the National Honor Society, shall determine the procedure for dismissal. A written description of the dismissal procedure shall be available to interested parties. (Article X of the NHS Constitution)
3. The chapter advisor and the principal reserve the right to make inquiries into unsubstantiated facts concerning a member's actions. The violation of the Student Code of Conduct must be verified by the building principal or assistant principal.
4. Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency. An example of falling below the standard is the dropping of a cumulative GPA below 3.0, a pattern of unexcused absences or tardies, or other violations.
5. In the case of flagrant violation of school rules or civil laws, the selection committee will convene to discuss the case and decide on a disciplinary procedure.
6. In all cases of pending dismissal, a member shall have a right to a hearing before the department heads.
7. For purposes of dismissal, a majority vote of the department heads is required.
8. A member who has been dismissed may appeal the decision of the department heads to the principal and thereafter under the same rules for disciplinary appeals in the school district.
9. NASSP shall hear no appeals in dismissal cases. *(Note: Refer to Article VIII, Section 7 regarding the permanent consequences for members when dismissed.)*
10. A member who is dismissed or resigns may never again be an iForward National Honor Society member.

iForward and Grantsburg School District Student Blog Policy

This is a set of general guidelines for the use of weblogs (“blogs”) at the Grantsburg School District. Blogs are considered an extension of the classroom and therefore are subject to these guidelines as well as the rules and regulations of the Grantsburg School District. These guidelines are not meant to be exhaustive and do not cover every contingency. If you are ever in doubt about the appropriateness of an item - ask a parent or teacher.

Safe and Responsible Blogging

The most basic guideline to remember when blogging is that the blog is an extension of your classroom. You should not write anything on a blog that you would not say or write in your classroom. Use common sense, but if you are ever in doubt ask a teacher or parent whether or not what you are considering posting is appropriate. If you are going to err, err on the safe side. Here are some specific items to consider:

1. The use of blogs is considered an extension of your classroom. Therefore, any speech that is considered inappropriate in the classroom is inappropriate on a blog. This includes, but is not limited to, profanity; racist, sexist or discriminatory remarks; personal attacks.
2. Blogs are used primarily as learning tools, either as extensions of conversations and thinking outside of regular class time, or as the basis for beginning new classroom discussions. Either way, be sure to follow all rules and suggestions that are offered by your teachers regarding appropriate posting in your class.
3. Blogs are about ideas – therefore, agree or disagree with the idea, not the person. Freedom of speech does not give you the right to be uncivil. Use constructive criticism and use evidence to support your position. Read others’ posts carefully – often in the heat of the moment you may think that a person is saying one thing, when really they are not.
4. Try not to generalize. Sentences that start with words like “All” (e.g., “All teachers,” “All administrators,” “All liberals,” “All conservatives”) are typically going to be too general.
5. Blogs are public. Whatever you post on a blog can be read by anyone and everyone on the Internet. Even if you delete a post or comment, it has often already been archived elsewhere on the web. Do not post anything that you wouldn’t want your parents, your best friend, your worst enemy, or a future employer to read.
6. Blog safely. NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs). (Note: The advice to not use your last name is for your protection. Teachers may choose to use their last names for their posts/comments.) Do not, under any circumstances, agree to meet someone you have met over the Internet.
7. Linking to web sites from a school blog or your blog comments in support of your argument is an excellent idea. But never link to something without reading the entire article to make sure it is appropriate for a school setting.
8. Use of quotations in a blog is acceptable. Make sure that you follow the proper formatting and cite the source of the quote.

9. Pictures may be inserted into a blog. Make sure that the image is appropriate for use in a school document and copyright laws are followed. Do not post any images that can identify yourself or others.

Successful Bloggers

The following are some traits of successful bloggers:

1. Their posts (or comments) are well written. This includes not only good content, but – because these are school-related blogs – also follows writing conventions including spelling, grammar and punctuation.
2. Their posts (or comments) are responsive. They respond to other people's ideas – whether it is a post by a teacher, a comment by a student, or an idea elsewhere on the Internet. The power of blogs is in their connectedness – they are connected to a larger community of ideas. Participate in that community.
3. Their posts (or comments) include textual references to support their opinions. Adding quotes or links to other works strengthens their response.
4. They participate frequently. To be part of the dialogue, you have to participate fully and consistently.
5. They are respectful of others. It's okay to disagree; it's not okay to be disagreeable. Be respectful of others and their opinions, and be civil when you disagree.

Student Academic Commitment

iForward Student Academic Commitment

I, _____ (student), understand iForward is a full-time, online virtual charter school, and my personal academic success depends greatly on my own effort toward earning my high school diploma. Course content is delivered through certified and professional licensed instructional staff. I understand iForward is a rigorous school program that will deliver a high quality school education.

To give myself every chance to achieve success, I understand and agree I will:

- Put forth the effort required of me to ensure every chance of being successful in every course and to earn my high school diploma.
- Commit a minimum of 30-35 hours per week to school, observe assignment due dates, and communicate weekly with my assigned teacher(s). My communication with my teachers can be by email, instant messaging, or phone call, or whatever means the teacher requires. Respond to emails and phone calls from iForward staff and/or teachers as soon as possible and no later than one school day.
- Participate in the online student orientation and all school assemblies.
- Meet all graduation requirements as outlined on the Graduation Requirements document in the Student Handbook in order to receive an iForward (Grantsburg School District) diploma.
- Participate in all state standardized testing as mandated by state statute and school policy, and comply with public school state statutes as they relate to attendance, participation, truancy, etc.
- Follow all the policies and procedures of the iForward, Wisconsin's Online Charter School as listed in the Student Handbook.
- Agree that school work comes before employment and will do the best I can to attend school first, job second.
- Do the best to my ability to learn and achieve the highest grades possible.

I understand if the education setting at iForward isn't "right for me", or I am unable to maintain my full-time course load, or if I am deemed to be truant under iForward policy or State of Wisconsin mandates, or as the result of a disciplinary action, I may be transferred back to my resident district high school. I will do my very best to make certain I will be successful at iForward.

Signature of Student

Date

Signature of Parent/Guardian

Date

“Students Matter at iForward!”

Addendums to Student/Parent Handbook
iForward/Grantsburg Schools Student "Code of Conduct"
Grantsburg School District

CODE OF STUDENT CONDUCT

Policy on Discipline

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* Wisconsin Act 335 - Section 1.118.164 of the Statutes mandates that each school district in the state adopt a code of classroom conduct to be used as a guideline for the removal of students from a classroom.

* The committee appointed by the Board of Education used a draft form of the code of student conduct prepared by Davis & Kuelthau, Attorneys At Law as a guideline.

CODE OF STUDENT CONDUCT

I. Philosophy/Purpose

The School District of Grantsburg believes that one of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

Discipline should be a holistic approach that helps students develop a positive self-concept, a sense of responsibility and an understanding of how to work cooperatively with others.

We maintain that for students to be successful in their changing world and to work in an environment that is safe and caring there is value and power in the role of character education. Values such as Respect for Self & others; Kindness/Compassion/Caring/ Sharing; Respect for Authority & Obeisance; Self-control and Self-discipline; Positive attitude; Courtesy; Work ethic & Perseverance; and Cooperation are part of the holistic approach to discipline and education in the School District of Grantsburg.

Every individual is entitled to courtesy and consideration in relationships with fellow students and adults. Individuals must earn this courtesy and consideration by extending the same respect to every person they meet during the course of the day.

Staff, including administrators, and teachers, must use their training, experience and authority to create schools, and classes where effective learning is possible.

Students are expected to come to school and to every class ready and willing to learn. Parents should be aware of their children's activities, performance, and behavior in school and are asked to cooperate and consult with the school to prevent or address problems.

The district recognizes and accepts its responsibility to create, foster and maintain an orderly and safe class environment. Inappropriate behavior by students on school premises, school-sponsored transportation, or at school-sponsored activities that injure self or others, damage private or public property, involve drugs, weapons, impede or obstruct the learning process, or disrupt classes and/or the operation of the school will not be permitted.

This policy, along with the district handbooks, define inappropriate behavior. Further, they explain why and how a student may be removed from a class or activity and what the follow-up should include.

A teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

II. Student Code of Conduct

A. GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS

A student may be removed from class for conduct or behavior which (1) violates the District's policies regarding suspension or expulsion; (2) violates the behavioral rules and expectations set forth in the Student Handbook; (3) is disruptive, dangerous or unruly; (4) otherwise interferes with the ability of the teacher to teach effectively; or (5) is incompatible with effective teaching and learning in the class.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive, and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance, that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his or her discretion, overrule the teachers' decision to remove the student, and return the student to class.

1) Behavior that violates the District's policies on suspension and expulsion

See District Policy Manual - JDD - JDE located in each school office.

The District Policies regarding suspension and expulsion are set forth in [specify code sections(s)]. Decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

(2) Behavior that violates the behavioral rules and expectations in the Student Handbook

See District Policy Manual - JDD - JDE, Student Handbook

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations will be explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code, and the District's policy regarding removal.

(3) Behavior which is disruptive, dangerous or unruly

Notwithstanding any inconsistent or contrary provisions in the District's policies regarding suspension and expulsion, or in the Student Handbook, for the purposes of this Code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching or grabbing.

Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing, baiting, or threats.

Behavior that may constitute sexual or other harassment.

Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by another student, presentation by visitor) or during quiet (study) time.

Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.

Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.

Destroying the property of the school or another student.

Loud, obnoxious or outrageous behavior.

(4) Behavior which interferes with the ability of the teacher to teach effectively

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior which constitutes:

Open defiance of the teacher, manifest in words, gestures or other overt behavior

Open disrespect of the teacher, manifest in words, gestures, or other overt behavior

Other behavior likely or intended to sabotage or undermine the instruction

(5) Behavior which is consistent with class decorum and the ability of others to learn

In addition, there may be grounds for removal for behavior which, though not necessarily in violation of the provisions of (1) through (4) [above], is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

B. NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

C. WHO MAY REMOVE A STUDENT FROM CLASS?

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of the Code, "**student**" means any student enrolled in the District, exchange student, or student visitor to the District's schools.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the building administrator.

For the purposes of this code, a "**class**" is any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess, "Class" also includes

regularly scheduled District-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

A **"teacher"** is any certified instructor, counselor, nurse or administrator in the employ of the District.

A **"Teacher of that class"** means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

A **"building administrator"** means a principal of a school, or other individual duly designate by the building administrator or District Administrator.

D. PROCEDURES THAT MUST BE FOLLOWED IN TEMPORARILY REMOVING

A STUDENT FROM CLASS.

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

1) **instruct the student to go to the main office for the period of removal.**

In such case, the teacher should call the office to let them know a student is coming.

2) **obtain coverage for the class and escort the student to the main office**

3) **seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office.**

When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practicable thereafter. For the purposes of short term removal, it is not necessary to obtain witnesses or to otherwise verify the student's or teacher's accounts of the situation.

Within twenty four (24) hours or one business day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee.

As soon as practicable, but in any event within twenty four (24) hours of the removal, the building administrator shall inform the student's parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

E. WHERE SHALL STUDENTS BE SENT PENDING, AND DURING SHORT TERM REMOVAL FROM CLASS?

Each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go, or be taken, to the main office. For the duration of the removal, the student shall stay in the short term removal area. At the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

F. SHORT TERM REMOVAL

Removal is a serious matter, and should not be taken lightly either by the teacher or the student.

In most cases, a student shall remain in the short term removal area for at least the duration of the class or activity from which she or he was removed, or for at least forty-five (45) minutes, whichever is longer. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appear to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home.

G. LONG-TERM REMOVAL

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long term removal should not ordinarily be considered on the basis of a single incident. Unlike short term removal, the ultimate decision regarding long-term removal rests with the building administrator.

Where a teacher believes that the best interests of the student and/or the class require long term removal, the teacher should so notify the building administrator in writing. Such statement should set forth as clearly and completely as possible (1) the basis for the removal request; (2) the alternatives, approaches, and other steps considered or taken to avoid the need for the removal; (3) the impact, positive and negative, on the removed student; and (4) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the building administrator may, at his/her discretion, consult with the teacher and/or other District staff. In most cases, it is appropriate to inform and consult with the parents of the student, and the student, involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:

- 1) place the student in an alternative education program as defined by law;
- 2) place the student in another class in the school, or in another appropriate place in the school;
- 3) place the student in another instructional setting; or
- 4) return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term removal must continue to receive an educational program and services

comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) business days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parents(s) or student.

H. REMOVAL OF STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA

Some different rules and considerations apply for students identified as required special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. IEP teams will address these issues, and this Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

I. WHAT DISCRETION OR FLEXIBILITY IS APPROPRIATE FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS?

Administrators and teachers will meet each year prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied in each building.

J. HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS?

Prior to each school year, a copy of this Code will be sent/or given to each parent or guardian in the District. In addition, this Code shall be provided to, and discussed with, students of the District early in the school year.

Credit for Coursework Completed in a Nonstandard Program

Policy

Students may request to receive high school credit for courses completed in a previous educational setting, including home school, non-accredited public, private, alternative or international schools. There are three options for requesting and being granted credit by iForward for course work completed in a non-standard school program:

- 1) **Portfolio** The student submits a portfolio documenting coursework (see the “Procedures” section which follows)
 - The portfolio will be reviewed by the principal, curriculum director, and academic counselor and/or their representatives.
 - If the documentation is evaluated as incomplete, the applicant may request consideration under Options 2 and 3 below.
- 2) **Competency** Credit may be granted for a previous course dependent upon the student’s accomplishment in a course at iForward. For example, a student may be granted a credit of Spanish I (done in home schooling) providing he/she earns a C or higher in Spanish 2 at iForward. Condition for the provisional credit will be so noted in the student’s cumulative file.
- 3) **Assessment**
 - In courses offered by iForward, the test would be a semester or end of the year final examination.
 - In courses not offered by iForward, the student could choose a CLEP, Community College or other accredited institution Placement Test, or AYP Test, in the content area for which credit is being requested.

Additional Considerations

- Students may use any combination of the above-listed methods for requesting credit.
- Grades will be recorded as a “Pass” (P) or “Fail” (F) and will be identified on the transcript as non-GSD grades.
- Grades and credits will not be included in the calculation of GPA or class rank.
- iForward reserves the right to require some classes to be taken at iForward, (e.g. English 12, Senior iForward).
- Students receiving nonstandard credits toward an iForward diploma must earn a minimum of seven (7) credits enrolled at iForward.
- Any decision made by the school administration regarding home-based credit evaluation may be appealed within ten (10) days to the superintendent/board.
- Students are eligible to transfer up to eight (8) home-based credits per high school year.

- While attending iForward, home-based credits earned are not accepted as transferable credits into iForward.

Procedures

PORTFOLIO

Nonstandard Program (e.g. Home School) Credit Documentation Checklist

To have home-based instruction courses evaluated for possible high school credit, please include the following documents following the steps below:

- Submit a copy of any transcript or grade reports you may have received for home-based instruction.
- Submit copies of any testing results you deem appropriate to help assist with the evaluation of the courses taught during home-based education.
- Complete and submit the Home-Based Instruction: **Course Summary**. This form organizes the student's information into a master list of all courses for which credit transfer to iForward is requested.
- Complete and submit the Home-Based Instruction: **Credit Documentation Form** for each course for which you are requesting credit evaluation. It is important that these documents are very detailed and specific. Submit examples (three minimum, five maximum) of assignments, quizzes, and tests for each course for which the student is requesting credit.
- Sign and submit the Home-Based Instruction: **Credit Verification of Documentation**.
- Review the **Example** Home-Based Credit Documentation Form to compare with your documents to make sure you provide enough detailed information.
- All requests for Home-Based Instructional credit should be received by iForward before August 1st of the first year of enrollment to iForward.
- No Home-Based Instructional credit requests will be considered after August 31st of the first year of enrollment at iForward.

Before you submit via fax or mail, be sure your forms are:

1. Signed by a parent or guardian,
2. Legible,
3. Dated,
4. Completely fill out forms in detail,
5. Have the student's first and last name on all forms.

Please Submit All Detailed Forms To:
iForward High School
Attn: Guidance Counselor
480 East James Avenue
Grantsburg, Wisconsin 54840

Nonstandard Program (e.g. Home School) Credit Documentation Instructions

iForward will consider awarding credit(s) for courses your student has completed through home-based instruction. In order for iForward to consider awarding appropriate high school credit(s), we must have very detailed and specific information regarding the curriculum, assessment instruments, hours completed, and methods used for instructional delivery. Below you will find definitions of the different areas in which we are asking you to provide as much detailed information as possible in order for iForward to consider awarding credit(s) for home-based education.

Definitions:

Course Name: The course name needs to be very specific. Provide the full course name. (Appropriate Example: American Literature in the 20th Century. Inappropriate Example: English)

Course Description: A series of statements describing the course content. This would include but is not limited to: course objectives, key course projects or assignments, course content and any additional information that describes the entire course. The more information provided the better understanding iForward will have to correlate a course with our course catalog and state standards.

Curriculum: Any specific program of learning which may include: results, outcomes, specific design or structure, and/or methods of assessment and evaluation. The curriculum should be sequential in nature and have "scope and sequence". (Example: Abeka, Calvert, Saxon. Course is Accredited or Non-Accredited)

Method of Learning: Specific information or skills that are the focus of student learning during any given lesson. The result being an understanding of course content obtained through utilizing different methods of gaining knowledge. (i.e. research, projects, field trips, readings, speeches or presentations made, lectures attended, etc.)

Method of Evaluation: The process and specific tools used to determine and show the student has a level of understanding high enough to receive a passing grade. (i.e. exams, quizzes, assignments, projects – be specific on frequency) Specific documents (minimum of three and maximum of five) of exams, quizzes and assignments.

Grade: A final evaluation showing the level of course mastery. (i.e. A = Excellent, B = Above Average, C = Average, D = Below Average, F = Failing). You may use a percentage of learning if your program of study uses that type of grading style.

Total Hours: The number of hours spent in each course including but not limited to: course instructional time, projects, assignments, and evaluation. (i.e. a typical 0.5 credit course is usually completed in a half of a year or one semester and equated between 75-90 hours of study; a typical 1.0 credit course is usually completed in one school year and equates between 150-180 hours of study.)

Nonstandard Program (e.g. Home School) Verification of Documentation

I verify that all information documented regarding my student's home-based instructional education is true to the best of my knowledge. Any false statements may result in a change of course schedule, earned credits, and grade level.

I hereby authorize iForward to review my home-based instruction for consideration of awarding credit(s) based off of the documentation provided by the family.

I understand that it is my responsibility to provide detailed documentation to iForward regarding my student's home-based instruction.

I understand iForward is requesting all documentation for credit review to be turned in before August 1st. I also understand that August 31st of the first year of enrollment at iForward is the deadline for any home-based credit evaluation submission.

Student Signature: _____

Date: _____

Student Name (Please Print): _____

Parent Guardian Signature: _____

Date: _____

Parent/Guardian Name (Please Print): _____

COMPETENCY

- Request for competency consideration is made to the principal ten days before the beginning of the course which is taken to verify competency.
- Only one attempt to demonstrate competency is allowed.

ASSESSMENT

For courses offered by iForward:

- The time, location and proctoring of the assessment opportunity will be determined by the principal.
- The student/family requesting the assessment will be responsible for any travel, cost incurred.
- The student/family will be advised of the assessment result within ten days following the assessment.
- An assessment for a specific course/credit can only be utilized once.

522.7 ACCEPTABLE USE POLICY for COMMUNICATION SYSTEMS Grantsburg School District

Purpose

The purpose of this policy is to set forth the policies and guidelines for access to school district communication and information systems, herein known as the system, and acceptable and safe use of the Internet, including electronic communications.

General Statement of Policy

In making decisions regarding student, employee, and guest, herein known as user(s), access to the district systems and Internet, the school district considers its educational mission, goals, and objectives. Technology is changing the way schools operate in the 21st century. The Grantsburg School District recognizes the importance of technology and its obligation to integrate technology in classroom applications. The purpose of the Acceptable Use Policy (AUP) is to establish the appropriate behaviors when communicating via technology. It is a priority of the Grantsburg School District to ensure student safety while using technology and to provide students access to the technology which is believed to assist in ensuring academic success.

Limited Educational Purpose

The school district provides users access to the district's network and Internet access. The purpose of this system is greater than providing general Internet access. The district has a focused educational purpose, which includes, but is not limited to, using the Internet for classroom activities, research, and professional or career development. The school district's network is a limited forum; therefore, the district may restrict speech for valid educational reasons. Conduct which may be appropriate on a user's private personal account may not be acceptable on the district's limited forum network.

Privilege of Access

Access to the district's network is a privilege, not a right. Depending on the nature and degree of a violation and history of violations, the district reserves the right to apply the following consequences: a user may lose Internet and network privileges, may have to pay restitution for missing or damaged equipment, may face suspension, expulsion, academic sanctions; or exclusion or loss of employment; or civil or criminal liability under other applicable laws.

Systems

The AUP Policy applies to any user who accesses the Grantsburg School District network via any device, whether privately owned or owned by the school. The Grantsburg School District provides wired, wireless and network systems to the users. These systems also include, but are not limited to, computer hardware/software, printers, copy machines, telephones, social media networks, etc. Users are assigned a network user account, Internet access, and access to other communication systems after the required user agreement and/or parental permission form is on file in the district. The efficient operation of the system relies upon the proper conduct of the users who must follow these school district guidelines. In general, this requires efficient, ethical and legal utilization of the system resources.

The systems are the property of the Grantsburg School District. All of the information on this network is legally public information. Some parts of this are more secure than others. Personal technology devices, like mobile technology, are becoming more available to the public. As more users have greater access to information through private networks, opportunities are created. The District requires students to access the internet via the District's network while students are on campus, no matter the device used to access the internet. As students access the District's wireless internet network, they are to conduct themselves in accordance to District policy. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the system.

Responsible Conduct

The systems must be used to support learning activities, education research and appropriate professional use. The use of system resources needs to be consistent with the educational objectives of the district. Transmission of any material in violation of any United States, state, or school district regulations is prohibited (e.g., copyrighted material, threatening material). The district will not allow transmissions or the viewing of materials that are in violation of generally accepted social standards including, but not limited to, materials that are defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal. The use of Grantsburg School District Policy systems for commercial activity, product advertisements or political lobbying is also prohibited. District network system users are expected to abide by generally accepted rules of etiquette. Personal telephone calls, printing/copying, etc. that incur an expense should be paid as per district policy.

The use of district systems or any other social media network and postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies. The academic integrity of the district is a priority to maintain. The advancement of technology and access to mobile devices can enhance or create additional ethical opportunities. As sharing information becomes easier and necessary, it is important to understand the line between collaboration and cheating. Students are expected to demonstrate honesty and integrity. Accusations of cheating, plagiarism, and/or other forms of academic dishonesty will be investigated and processed according to building level policy.

A user engaging in any unacceptable use of the Internet, whether off school district premises and/or without the use of the district system, which creates disruption to the educational setting or process, may also be in violation of this policy. In situations when the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports and apply academic sanctions or disciplinary actions as outlined in district policy. If a user inadvertently accesses inappropriate content, the user should immediately report the inadvertent access to an appropriate school district official. If further investigation is necessary, disclosure may serve as a defense against an allegation of intentional violation of this policy.

Personal Safety

The Grantsburg School District employs security measures to ensure the safety of users. In order to fulfill the Children's Internet Protection Act of 2001 (CIPA) requirements, the District uses an internet filter to protect users on the school's network. While the District takes incredible measures to ensure the safety of users, there is also the individual's responsibility to conduct safe behaviors while online. Users should never reveal personal information over the internet to unknown sources or people. Privacy is not guaranteed. E-mail is not to be assumed to be private or secure. DTC (District Tech Center) system operators have access to all e-mail when necessary. All Internet email that comes through our servers is subject to monitoring/filtering software.

To ensure personal safety, students should not meet with someone they met online without parental approval.

While investigating a reported incident involving users, the District may conduct an investigation that includes off campus behavior. Users will not give their password to anyone. Giving a password to someone else, discovering another user's password, or logging in as someone other than you will result in disciplinary action and/or loss of privileges as per handbook policies.

Examples of Unacceptable Uses

1. Engaging in any illegal act or violating any local, state or federal statute or law
2. Accessing, transmitting or storing inappropriate materials, images, depictions, or language disruptive to the educational setting or process
3. Knowingly or recklessly posting, transmitting or distributing false or defamatory information about a person or organization, or harassing another person, or engaging in personal attacks, including cyberbullying, prejudicial or discriminatory attacks or threatening the safety of a person
4. Vandalizing, damaging or disabling the property of another person or organization or disrupting the use of the system by others
5. Making deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, engaging in "spamming" or by any other means
6. Modifying or changing software, hardware or wiring or taking any action to violate the school district's security system
7. Gaining unauthorized access to information resources or accessing another person's materials, information or files without the implied or direct permission of that person, including deliberately or knowingly deleting another user's file
8. Posting confidential, proprietary or otherwise private information about another person, personal contact information about themselves or other persons, or other personally identifiable information
9. Attempting to gain unauthorized access to the district system or any other system
10. Attempting to log in through another person's account, or using computer accounts, access codes or network identification other than those assigned to the user
11. Violating copyright laws or user agreements, including the downloading or exchanging of pirated software or copying software to or from any school computer
12. Plagiarizing works of others, including those found on the Internet.

Filter

The school district will follow the guidelines provided by CIPA regarding its computers and internet access, and will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are obscene, child pornography, or harmful to minors. Laptops signed out to students will contain filtering software.

The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or 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 taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. An administrator, supervisor or other person authorized by the superintendent may disable the technology protection measure, during use by an adult, to enable access for research or other lawful purposes.

Limited Expectation of Privacy

Users should expect only limited privacy in the contents of personal files on the district system. By authorizing use of the district’s network, the district does not relinquish control over materials on the system or contained in files on the system. Users should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, users should be aware that data and other materials in files maintained on the system may be subject to review, disclosure or discovery. Rights, responsibilities and duties of users, as they relate to email and Internet use, are governed by school board policies and handbooks. Specific to employees, disciplinary actions or termination for violating the district’s policies, regulations and procedures may apply. The district systems will undergo routine maintenance and monitoring. School authorities may conduct an individual investigation or search if reasonable suspicion merits the search will uncover a violation of law or school district policy.

Parents have the right at any time to investigate or review the contents of their child’s files and email files. Parents have the right to request the termination of their child’s individual account at any time.

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