iFORWARD®

WISCONSIN'S ONLINE CHARTER SCHOOL

MIDDLE & HIGH SCHOOL STUDENT & PARENT HANDBOOK

2026-27 SCHOOL YEAR

Revised: Summer 2026

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A Warm Welcome to the 2026-2027 School Year!

Dear iForward Students and Families,

Welcome! It is with great pleasure that we present the **2026-2027 Student/Parent Handbook**. The Grantsburg School District developed iForward to meet the diverse needs of Wisconsin students in a **virtual online learning environment**. We firmly believe that combining effective technology with successful teaching strategies will give our students an outstanding school experience and instill an appreciation for lifelong learning. This handbook is a valuable resource, and we encourage you to use it as your guide to all school policies.

Understanding Your Virtual School Day

We want to remind all students and parents that iForward requires **daily school attendance**. Our courses feature **live, interactive, teacher-led sessions** held daily at specific times within the virtual classroom platform. This is where students talk with teachers, learn new concepts, get important information, and where **attendance is taken**.

The homework portion of school, located on platforms like Buzz and Savvas, is open 24 hours a day and is easily accessible. Please note that attendance and participation are *also* measured daily (in minutes) within the homework portion of your school day. Consistent daily engagement in both live sessions and coursework is key to your success!

Focusing on Success and High-Quality Education

With many years of experience providing online education to Wisconsin students, our staff and teachers truly understand what works best for students and how to avoid learning obstacles. Our major goal is to provide an optimal online educational environment for every student—and we will!

iForward has placed a strong emphasis on **high-quality instruction, career preparation coursework, vocational prep, and dual credit courses**. You are in the driver's seat of your future, and with our help, you can graduate from high school ready to go anywhere and be successful.

More Than Just a Virtual Classroom

We encourage all students to take part in the many activities that make iForward a truly unique learning environment!

- Our **Student Spaceflight Experiment Program (SSEP)** offers the incredible opportunity for student teams to design a microgravity experiment that may even be conducted by astronauts aboard the International Space Station.
- We produce several **online plays** and participate in **STEM days** through Wisconsin Universities.
- We host **family field trips and pizza parties** across the state, a **back-to-school kick-off** (usually at a waterpark!), and many other exciting events.
- A multitude of **clubs** allows students to meet online, socialize, and make lifelong friends.
- For our high school students, our annual **prom** is an incredible evening of dinner and dance with students who travel from across the state.

School Policies and Our Core Values

Also included in the handbook are iForward's **policies and procedures**. These are the rules and practices that govern behavior and pave the way to your academic success.

iForward values **responsibility, honesty, equality, and self-discipline**. We expect diligence in your study and respect in all school relationships.

We look forward to working with you and being a part of your 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!**

iForward. The Best Direction. Online and Off.

Academically yours,

Mrs. Constance Quade, M.S.Ed.
iForward Principal and Executive Director

Mr. Erik Benson, M.S.Ed.
iForward Assistant Principal

Mrs. Lisa Danielson, M.S.Ed.
iForward Assistant Principal & District Assessment Coordinator

"Students Matter at iForward!"

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iForward Vision Statement

Simply: "Students Matter at iForward!"

Grantsburg School District Administration

Josh Watt, Superintendent
Dave Dahlberg, President
Brian Handy, Vice President
Renae Rombach, Clerk
Liz Shultz, Treasurer
Jason Burkman, Member
Colleen Lade, Member
Peter Denn, Member

iForward Board of Directors

Dave Dahlberg
Christine Erickson
Sheila Harsdorf
Terry Swenson
Josh Watt

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 any way without written permission from the school administration is prohibited.

The Overall Goal of iForward School

To have caring staff provide a deep base of learning opportunities for all students to become competent academically, socially, and emotionally and to prepare them for the next step in their educational journey and their future endeavors. Below is a photo of the graduating class of 2026. The ceremony was held in Madison at the beautiful Monona Terrace.

FORWARD

2026-2027 iForward School Calendar

Some Dates Are Subject to Change

August 7	Back to School "Splash"tacular at Mount Olympus
August 21	New Teacher and Mentor In-Service
August 24-28	All Teacher In-Service
September 1	**First Day of School for students: Orientation & Assessment**
September 7	Labor Day (School Closed)
September 14	Drop/Add Deadline
September 18	Count Day (All students **must** attend class & submit work)
September 21-25	Parent Teacher Conferences
Sept. 28 - Oct. 2	School Spirit Week
October 2	Mid-Quarter
October 5-9	Failure to Participate Notices Sent
October 8-9	Students on Academic Probation Notified
October 16	iForward Fall Family Field Trips
October 30	End of Quarter One
November 2	Teacher In-Service/Work Day **(No School for Students)**
November 3	**Start of Quarter Two**
November 3-6	Failure to Participate Notices Sent
November 5-6	Students on Academic Probation Notified
November 9	Drop/Add Deadline for Q2
November 26-27	**Thanksgiving Vacation (No School)**
December 4	Mid-Quarter, Q2
December 7-11	Failure to Participate Notices Sent
December 10-11	Students on Academic Probation Notified
Dec. 21 - Jan. 1	**Winter Break (No School)**
January 4	School Resumes

January 8	Count Day (All students **must** attend class & complete work)
January 21	End of Quarter Two
January 22	Teacher In-Service/Work Day **(No School for Students)**
January 25	**Start of Quarter Three/Semester Two**
January 25-29	Failure to Participate, Truancy Notices Sent
January 28-29	Students on Academic Probation Notified
February 1	Drop/Add Deadline for Q3
February 8-12	Parent Teacher Conferences
February 19	Mid-Quarter, Q3
February 22-26	Failure to Participate Notices Sent
February 25-26	Students on Academic Probation Notified
March 9	**Required ACT Testing for Students in Grade 11**
March 10	**Required PreACT Testing for Students in Grades 9-10**
March 22-25	**Required Forward Testing for Students in Grades 3-8**
March 26-April 1	**Spring Break - No School**
April 2	Teacher In-Service/Work Day **(No School for Students)**
April 5	**Start of Quarter Four**
April 5-9	Failure to Participate Notices Sent
April 7	Drop/Add Deadline for Q4
April 8-9	Students on Academic Probation Notified
April 30	Mid-Quarter, Q4
May 3-7	Failure to Participate Notices Sent
May 6	iForward High PROM - Subject to Change
May 7	iForward Spring Family Field Trips
May 6-7	Students on Academic Probation Notified
May ???	Brewer Game - tentative
May 28	**Last Day of School for Students!**

June 4	**Graduation for Class of 2027 in Madison**
June 7 - July 2	Summer School (Tentative)

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) Communications and Planning (5) Many More Topics. Please consider taking an active part in our school by attending our parents' meetings.

Parents' Right to Inquire

As a parent/family member of a Grantsburg School District student, you have the right to inquire information regarding the professional qualifications of your student's classroom teachers and paraprofessionals including the following:

- Whether the student's teacher:
  - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under an emergency or provisional license; and
  - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive any of this information, please contact the building principal.
Sections 1112(e)(1)(A) and (2)(A)

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, School Counselor, or Principal. There will be three student council members for freshmen, three student council members for sophomores, four student council members for juniors, and four student council members for seniors. Student council elections will be held each year within specific class meetings. The Student Council President must be a junior or 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 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, movie nights, and other school activities. School/Social events will be held at locations statewide. They will be chaperoned by the 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.

Family 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 and the policy for student-initiated clubs can be found online at the Grantsburg Schools website. The list of school-sponsored clubs and the student-initiated club request form can be found on the iForward 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 Wisconsin Statute #120.13 (1).

Student Names

A student's official school records will include and will generally be maintained under the student's legal name as provided at the time of the student's initial registration and enrollment. Requests to change a student's official school records in order to reflect a change in a student's legal name shall be submitted in writing to the office of the applicable building principal and shall include copies of any applicable supporting documentation.

Legal name will be used in the following situations:
Diploma, Transcript, Progress Reports, Report Card, Attendance, Truancy Notices, Failure to Participate Notices Federal Reporting, State Reporting, State and Local Assessments, Statewide systems (Opal, Power School), Computer Systems that Need to Integrate (GoIdea, Buzz, Savvas), Scholarships, Any Official Educational Record Email address, Bulk emails, First student ID each year.

Preferred Name (after a Preferred Name Change Form has been completed) will be used in the following situations:
In the Classroom, Name that appears in Google Meet, Computer Systems that do not need to Integrate (Duolingo, etc), Google Drive, Global email address (the name others see), Yearbook published name, Good News School Newsletter, Certificate of Achievement, School Events (graduation ceremony), Social Media posts, The way a student refers to herself/himself/themself when turning in an assignment.

The policy for student name changes can be found online at the Grantsburg Schools website and the Name Change Request Form can be found on the iForward website.

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/school counselor within the first two weeks of any course, school club, or organization about any requested religious accommodations.

Discrimination

The School District of Grantsburg does not discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, status as a parent, national origin, age, disability (physical or mental), family medical history or genetic information, political affiliation, military service, or other non-merit based factors. Disabled 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 that 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 to 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"
- ★ To express themselves within each class respectfully while being thoughtful of others

An important objective of iForward is to provide an educational climate that 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 the 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 communicating 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”.

Academic Honesty

iForward does not tolerate academic dishonesty. Cheating (giving or receiving information), plagiarism on classwork, and the use of generative AI tools to complete assignments or create writing may result in a zero grade for the assignment. With the teacher’s approval, students may have the 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, assistant principal, or the principal.

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

- Instructor notifies the student in writing that he or she has identified an instance in which the work’s authorship/originality is in question. 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 the quality of work, comprehension of concepts, verbal print, and the like. The instructor requests that the student responds in writing within one school day. The instructor will send a copy of the email to the assistant principal and/or principal.
- If the student and teacher are unable to resolve the issue, the assistant principal/principal contacts the student and parent/guardian should it be determined the allegation is credible.
- The assistant principal/principal makes a decision based on the evidence presented and informs the instructor and student via email of the decision.

- The student is placed on internal academic watch. The Incident is reported to the student's other instructors. The student's work is routinely run through plagiarism-identification software. Additional disciplinary action may be taken.
- Subsequent plagiarism incidents may incur a zero on the assignment, quiz, or test due to plagiarism.
- Repeated occurrences could result in removal from the course with a failing grade.
- Failing grades may result in the removal of the student from the school.

Attendance and Participation

Attendance

iForward requires student attendance in all live class sessions.

Notification of Absence

When a student has advanced notice of the need to be absent from a live class, the parent/guardian of a pupil attending iForward is required to notify the school prior to the absence and, in the case of a medical absence, submit verification from the doctor, dentist, etc. upon return.

We realize there may be times when an occasional illness may prevent your child from attending classes. **If your child will be unable to attend live class, the school office must be notified prior to the start of the class.** We ask that **parents/guardians** contact the school administration office at 715-463-4900 or attendance@iforwardwisconsin.com to report student absences. If a student will be absent for more than one day, both an email and a phone call from the parent/guardian is required.

Only the iForward school administration can authorize an excused absence, not your teachers.

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.

If the pupil's parent/guardian notifies iForward 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. iForward may require the pupil to complete any assignment(s) missed during the period.

Failure to Participate

iForward Failure to Participate policy complies with the Guidelines for Termination of Open Enrollment Due to Failure to Participate in a Virtual Charter School statutory reference section 118.40. In addition, iForward attendance and academic performance standards comply with 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 – Requires logging in daily to the Online School (LMS - Buzz, etc.) and attendance in the live sessions in the school designated online platform.

Participation in Academics Component –Whenever a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from an instructional staff member within 5 school days, the student is considered Academically Truant and may receive a Notice of Failure to Participate. Notices of failure to participate will be sent throughout the quarter.

Three such notices of Failure to Participate in one semester may result in the revocation of open enrollment and a return to the student's resident district.

State of Wisconsin Count Days

The third Friday in September is the State of Wisconsin's 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.

The second Friday in January 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 educational reasons with the **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 unexcused, and will be recorded as such.

Emergency Absence Policy

Family Emergency Situations: Students who experience a family emergency should contact any or all of the following: the iForward School Counselor, an Assistant Principal, or the 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 iForward Attendance Office and the student's teachers. Students are to prepare two alternatives for possible home internet failures such as a public library and/or a friend's or relative's internet sources. **The State of Wisconsin does not permit technology and internet failures as excusable absences for virtual school education.** Have your backup plans ready! If your family is experiencing hardship and needs assistance accessing internet sources, please contact the principal.

School Academic Policies

Standardized Testing

Because iForward is a public school we are required to conduct 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/guardians of iForward is to make certain you take these tests as directed. **Failure to take the state-required tests could result in truancy and/or a Notice of Failure to Participate and possible dismissal from iForward.**

The PreACT & Forward exams will be held for 6th-10th grade at various times during the school year. Students and families will be notified well in advance of the testing date and time requirements and students are expected to attend. All juniors will be taking the ACT tests as required by the state on state-specified dates. Test sites will be held at dates and locations throughout the state and will be proctored by authorized individuals. **It is expected that each iForward student will participate in these important tests.** More information on the state-required testing can be found on the Grantsburg School District Website. You can also contact the school counselor for more information.

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 the knowledge necessary to be successful in future coursework. iForward curriculum provides due dates for assignments. Students should complete assignments and submit them on the assigned due dates.

Penalties for turning in late coursework may include but are not limited to a **reduction of 10%** in grades for assignments submitted after the due date. Students and parents/guardians 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

Course extensions are rare. Students are encouraged to make the 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 two school days following a quarter's final deadline (with the exception of the fourth quarter during which no extensions are approved) 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;
- Student 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 high school 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 who 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
The School District of Grantsburg does not discriminate on the basis of age, race, color, religion, sex, gender identity, sexual orientation, pregnancy, status as a parent, national origin, disability (physical or mental), family medical history or genetic information, political affiliation, or military service. Disabled students (as provided for in Section 504 of the Rehabilitation Act of 1973) are identified, evaluated, and provided with appropriate educational services. The School Counselor is the first contact person for all 504 plans, to help provide planning, implementation, and monitoring. More information can be found in the school policies on the Grantsburg School Website.

Academic Probation Policy

All students enrolled in iForward are required to meet certain academic standards. 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. A support structure to assist them in meeting their educational goals will be required. Student performance is also evaluated at the end of each quarter. The review will determine if the Academic Probation is merited, should continue, or is not necessary.

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. Students must be successful in more than 50% of the core classes in language arts, mathematics, science, and social studies subjects.

Success is defined as earning a minimum 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.

1st Notification of Academic Probation:

- A conference inviting the student, the iForward school counselor, and the student's parents/guardians will be held. A plan for improvement will be developed and will include:
  - An updated student study schedule.
  - Parental check-in in the LMS (Buzz, Savvas, Edmentum, etc)
- Upon completion of the conference,
  - The student will be responsible for taking the following improvement steps:
    - Required to attend each and every course live session to receive extended help in coursework. If a student cannot attend a class, the student must view the recorded lesson.
    - Required to attend a weekly phone conference with his/her student advisor or school counselor.
  - The school will be responsible for taking the following improvement steps:
    - A two-week review of student progress shall be conducted by the iForward school counselor or school teacher who will communicate with the parent/guardian and student to report progress and discuss any concerns.
    - Initiate a weekly phone conference between the student advisor or school counselor and the student.
  - The parent/guardian will be responsible for taking the following improvement steps:
    - Required to email or call the attendance office and the classroom teacher when the student will be absent.
    - Required to check the child's work on a daily basis in the LMS (Buzz, Savvas, Edmentum, etc).

2nd Notification of Academic Probation:

- A conference inviting the student, the iForward school counselor, the student's parents/guardians, and the assistant principal will be held.
- A plan for improvement will be reviewed and possibly adjusted and will include all of the stipulations for the First Notification.

3rd Notification of Academic Probation:

- A conference inviting the student, the iForward school counselor, the student's parents/guardians, the assistant principal, and/or the principal will be held. A plan for improvement will be reviewed and possibly adjusted and will include:
    - All of the stipulations for the Second Notification as well as
    - A discussion as to the appropriateness of online schooling at iForward.

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/Guardians and students should take notice that computer grading systems do not always 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 look in the online gradebook and then speak with the teacher.

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 department leader and principal. The student must submit all of the documentation from the process described above. The department leader 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.

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 coursework 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 who enroll at iForward after the start of their freshman year are eligible to transfer credits earned toward their graduation requirements, they still must complete at least three 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 three-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 for fall enrollment or within two weeks of the student's enrollment date of the incoming student's first year at iForward to be considered for academic credit. Failure to do so may result in no credit being granted. 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.**

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 both the School 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- (0.6).
4. Pass/Fail marks are clearly identified and excluded from the calculation of the 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 quarter using the weighted grading scale for high school students and the traditional grading scale for middle school students. 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.

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	Dual Credit/ AP Value

		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 Reading Lab.

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

Valedictorian/ Salutatorian 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 after the first semester of their fourth year of high school who will meet all graduation requirements by the end of the senior year 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. Students must have attended iForward for a minimum of two years by the end of their senior year to be eligible for the school Valedictorian or Salutatorian and some scholarships.** Fifth-year, sixth-year, (or more) high school students are not eligible for these honors. If the named student does not meet graduation requirements by the end of the last day of school of their senior year, the honor of Valedictorian will move to the

student who has achieved the highest GPA and met all graduation requirements. In the event of a GPA tie, the following structure will determine the top academic student:

- The highest number of advanced placement and dual credit classes on the student's transcript.
- The total number of credits taken at iForward.
- The student's ACT score.
- The fewest amount of credits earned in a non-standard program (such as credit recovery, work-study, etc.)

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.

Classes of 2026 & 2027			Class of 2028 and Beyond	
Subject	**Credits**		**Subject**	**Credits**
English	4.0		English	4.0
Math	3.0		Math	3.0
Science	3.0		Science	3.0
Social Studies	3.0		Social Studies	3.0
Physical Education	1.5		Physical Education	1.5
Health	0.5		Health	0.5
Senior iForward	0.5		Personal & Financial Lit	0.5
Electives	6.5		Senior iForward	0.5

			Electives	6.0
Total Credits	**22.0**		**Total Credits**	**22.0**

Community Volunteer Service Project

- Senior iForward is a course that must be taken during your senior year in order to graduate. This may be taken either in the first or third quarter.
- CVSP – stands for Community Volunteer Service Project. This is a project that is included in your Senior iForward class, but you may want to start setting it up before your class begins. In fact, we advise you to begin looking for a volunteer site as soon as school begins. For this project, you will be spending 10 hours volunteering your time with a community-wide non-profit 501(c)(3)organization. This is a graduation requirement and must be completed during your Senior iForward class.
- All Community Value Service Projects (CVSPs) require formal approval from your Senior iForward teacher before they can begin. While we will comprehensively review eligible CVSP types, criteria, and examples during class, students wishing to get a head start may consult the course syllabus for detailed requirements. Please note that volunteer hours will not be credited toward your CVSP requirement until they have been officially approved by your teacher or principal.

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 IEPs must take the test but do not have to pass it in order to graduate.
● Students identified as Limited English Proficiency (LEP) may take the test in their language of choice.

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

Grade Promotion

Students are promoted from one grade to another in high school based on the number of academic years since the first day of enrollment of their first day of high school. Students' enrollment is as follows:

1st day of high school enrollment through the first academic school year- 9th-grade
1st day of the 2nd academic school year following high school enrollment- 10th-grade
1st day of the 3rd academic school year following high school enrollment- 11th-grade 1st day of the 4th academic school year following high school enrollment- 12th-grade The 12th-grade status will be maintained through graduation.

Exception: For extenuating circumstances where students graduate a year early, the student's grade level will be raised from 11th to 12th grade following the confirmed completion of their ACT assessment.

Early and Mid-Year Graduation

The Board of Education believes it is advisable for the majority of students to complete the usual expected four years of coursework for graduation. However, in rare and extreme cases, some students and their parents/guardians wish to pursue alternatives, which necessitate graduation at the end of their third year of high school. Examples of this may be due to terminal illness, parenthood, planned moves out of the country, etc. For students to apply for early graduation, the following conditions must be met and adhered to:

1. The student and his/her parent(s)/guardian(s) must make a written request to the High School Principal by the end of January of the student's Sophomore (10th grade) year. Any request submitted must include:
    - The specific reasons why this student wants to complete high school early.
    - A detailed account of the credits earned (transcript)
    - A detailed account of the courses registered for their early graduation plan.
    - The students and parents/legal guardians must sign the written request.
2. The student must complete all graduation requirements by the end of their sixth (6th) semester as determined by state statutes and Board graduation requirements.
3. All students must complete six semesters of high school before they are eligible for early graduation.
4. The student must have plans and provide plans and verification of educational, vocational, or personal reasons warranting an early graduation request. The request must be for one of the above reasons and stated clearly when the original request is submitted.
5. The High School Principal will notify the student and his/her parent(s)/guardian(s) in writing of the approval or denial of the early graduation request prior to the end of the student's sophomore year.

A student who can complete these conditions will be eligible for early graduation after completion of their sixth semester of high school.

The school principal will appoint a standing committee each year to examine all requests for early graduation. The committee will be the high school principal, guidance counselor, and three faculty members. The committee's decision will be forwarded to the superintendent. If approval is recommended, the superintendent will submit the request to the School Board at a future meeting.

The School Board will have the final authority for deciding whether or not the student is to be allowed early completion of his/her high school requirements. A decision in writing will be given to the student and his/her parents/guardians following a decision by the School Board. Commencement ceremonies will be held only once a year in the spring. The student leaving early for graduation will be encouraged to attend the commencement program. A diploma will be given upon successful completion of all graduation requirements.

If a student fails to complete their course plan for early graduation by passing all classes, the student and parents will be informed that the request has been nullified and made void by the student failing to adhere to the course plan. At that point, the student will be required to complete all four years of high school.

Due to the low number of credits required for graduation as compared to other traditional schools, it is in the student's best interest to complete more than the minimum required for graduation. **Mid-year graduation is not an option at iForward**.

iForward Graduation Commencement Ceremony

The commencement ceremony is the pinnacle of public school achievement. Each student who qualifies to attend the ceremony is strongly encouraged to do so during the year they graduate. In order to participate in the graduation ceremony, students must have met all the required credits for graduation and school, district, and state graduation requirements and be in good scholastic standing. Family and friends of graduates are encouraged to attend graduation and related activities. Madison has been the location for the past ten years of graduation ceremonies. Students may not participate in the ceremony in any year beyond their graduation year.

Students will be provided the opportunity to purchase their graduation gown and cap. The unadorned official graduation cap and gown is the only outside apparel allowed to be worn during the graduation ceremony. Students may purchase a second cap if they would like a cap to decorate for outside events. If a student cannot afford the cap and gown, they should contact the principal as soon as possible.

The graduation ceremony will recognize school achievements and awards such as scholarships, grade achievements, and National Honor Society Membership. Honor cords will be presented to students who have achieved excellent academic work as of the last official day of their fourth year of high school. At the end of the first semester, using any of the following criteria: cumulative weighted GPA, cumulative

unweighted GPA, 12th grade weighted GPA, or 12th grade unweighted GPA, students may earn honors cords. To qualify as an Honors Student, students must earn a GPA of 3.0 to 3.49. To qualify as a High Honors Student, students must earn a GPA of 3.5 or above. To qualify for an Honors Medal, students must earn a GPA of 3.75 or above. Students who take more than four years to complete their high school diploma will not be awarded honors cords. Outside achievements and awards, such as the Eagle Scout Award, the Girl Scout Gold Award, etc., will not be announced or recognized during the commencement ceremony.

Students will have the opportunity to submit their graduation photos for a senior slideshow. Due to the length of the graduation ceremony, the slide show will be presented prior to commencement. Student speeches will not be part of the commencement ceremony. The Valedictorian, Salutatorian, Class President, and class-selected speakers are encouraged to present a speech to their classmates during the last senior homeroom. Speeches must be edited by an English teacher and submitted to the Principal no later than one week before the final homeroom.

Earning a high school diploma is a lifetime achievement. We are excited to celebrate our iForward graduates at their commencement ceremony. We look forward to welcoming them and their families to this special event.

Registering Students for Courses

Course Load

All high students new to online learning are encouraged to take three courses in their first quarter at iForward. 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 in their first two quarters and earn three 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.

High School students inexperienced in online learning may become overwhelmed and not succeed when taking more than four classes. **Under no circumstances will a high school student be registered for more than five 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. **School 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 each student 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 School 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 in 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)

Personal Financial Literacy (.05 credits)

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

Electives (6.0 Credits Minimum)

- College-bound students should take electives within core areas. Examples of this would be Precalculus 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)

- **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 **10 hours** to complete. Hours must be completed during the quarter the student is enrolled in the class. **Six hours of the CVSP must be done on-site and under the direct supervision of the community non-profit organization. Two hours of the CVSP can be completed by assigned tutoring of underclassmen.** Proselytizing, campaigning, or using volunteer hours to attempt to convert someone from one belief to another will not be approved as community service.
- **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 that will prepare them for their career interests.
- **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 the 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.*

EXCEPTIONAL EDUCATION NEEDS

In specific instances, academic and remedial courses are taught to Exceptional Education Needs students directly by Special Education staff. In these instances, content and methods of instruction focus on individual student needs and abilities. Such courses are in accordance with student individual educational plans and offered for credit based on individual needs.

These courses are not listed in this course registration guide. Case managers will work with students, parents, counselors, and principals to provide enrollment into the appropriate courses.

Youth Apprenticeship Program

iForward participates in the Youth Apprenticeship program. "The nationally recognized Wisconsin Youth Apprenticeship (YA) Program provides high school students with academic and work experiences and skills that lead to both a high school diploma and a Certificate of Occupational Proficiency in a specific career cluster." (Wisconsin Youth Apprenticeship Manual). Interested students should reach out to their counselor for more information.

YOUTH APPRENTICESHIP GUIDELINES

Guideline #1

- A student's work experience should align with one of his/her career cluster pathways.
- Students must plan for and schedule a work experience prior to the closing of the add/drop window at the start of the first semester.
- Students who will qualify for work apprenticeship:

  - Juniors and Seniors are eligible to apply to the Youth Apprenticeship program. Students accepted into the Youth Apprenticeship program must be on track to graduate and enrolled in all classes required to maintain this status.
  - Students may earn up to .5 credits per quarter in Youth Apprenticeship.
  - Students are expected to be enrolled in at least two (2) classes per quarter in addition to the work apprenticeship experience.
  - If a student enrolls in iForward from another school and was part of the Youth Apprenticeship program at their former school, every effort will be made to enable any student who meets the above criteria to continue in the program.
- Attendance at school and work is a consideration for these programs and will be monitored.
- Students will be evaluated quarterly by the transition coordinator. Assessment sheets will be completed every quarter by the employer.
- Total working hours per week for each student must correspond with Child Labor Laws. The employer will follow any other applicable Federal or State regulations.
- A student under the age of 16 years is required to obtain a work permit before beginning work. A student will not be officially enrolled in the program until the permit is obtained.
- Places of employment must be approved by the administration or the advisory board as being directly related to future plans of the student.
- If a problem occurs at the workplace, the student is responsible for contacting the teacher/coordinator immediately. The teacher/coordinator will investigate the situation and help to resolve the problem.
- Students are responsible for their own transportation to and from their workplace. Transportation problems do not justify absence from work or school. The school will not assume liability for transportation.
- Students who are injured on the job must report the injuries to their workplace supervisor immediately and to the teacher /coordinator as soon as possible. The school will not assume liability for any injuries on the job or traveling to or from the job.
- A satisfactory grade point average, as determined by the advisory board, must be maintained for getting and staying on the job. If a student receives a failing grade, the counselor will have a conference with the student and teacher. If a student is failing at semester time they may be pulled from the school-to-work program.
- If students become unemployed as a result of situations or conditions beyond their control, they may have the opportunity to find new employment to continue in the Youth Apprenticeship Program.
- Written consent of the teacher/coordinator, employer, and parent/guardian is necessary for a student to quit the work experience program. If the employment is terminated at the end of a

quarter by mutual consent, and the student has spent at least 90 hours working, the student will earn a grade for the quarter. If employment is terminated mid-quarter or if employment is terminated due to deficient performance, the student will earn a grade of "F" for the Youth Apprenticeship class.

- Special requests and exceptions will be considered on an individual basis by the coordinator and counselor, with final approval by the principal.

Guideline #2

THE STUDENT WILL:

- Cooperate with the workplace supervisor and teacher/coordinator, engage in work as a learning experience, observe business etiquette, and abide by safety rules.
- Notify the school and business in advance when absence is unavoidable.
- Maintain school performance in order to remain eligible for the work experience program.
- Furnish the teacher/coordinator with the requested information and complete all necessary forms.
- Show honesty, punctuality, and courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the employer during the agreement period except by mutual agreement of all parties involved to end the experience. The student will not receive credit if the experience terminates.
- Abide by the rules and regulations of the work experience employer.
- Keep all business information of the work experience employer confidential.

THE WORK EXPERIENCE EMPLOYER WILL:

- Provide a workplace supervisor for the student worker.
- Observe and assess the student at the workplace.
- Provide employment for the student during the agreed times.
- Adhere to all Federal and State regulations regarding applicable child labor laws.

THE PARENT(S)/GUARDIAN(S) WILL:

- Be responsible for providing transportation for the student to and from the place of employment.
- Provide time for conferences with the teacher/coordinator.
- Become knowledgeable concerning the purposes and procedures of the learning plan.
- Provide encouragement and assistance to ensure their child receives the maximum benefit from the work experience.

THE TEACHER/COORDINATOR WILL:

- Observe and assess the student with the cooperation of the employer. An evaluation will be completed. Final evaluation is the responsibility of both the teacher coordinator and employer.
- Make every attempt to resolve problems that may arise from the business, school, parent/guardian, student, or community.
- Work with a local coordinator to maintain a quality program.

The School District of Grantsburg is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, religion, sex, gender identity, sexual orientation, pregnancy, status as a parent, national origin, age, disability (physical or mental), family medical history or genetic information, political affiliation, military service, or other non-merit based factors.

iForward High School Graduation Credit for Students in Seventh or Eighth Grade

The Grantsburg School District will allow students in iForward to count credit(s) that a pupil earns in grade 7 or 8 towards the credits that a pupil is required to earn in order to receive a regular high school diploma. This option is approved on an individual basis. Interested students should write a letter of request and give it to the school principal. This letter must be received no later than the first day of the quarter prior to the start of the class and signed by both the student and a parent/guardian. (Example: if the student plans to take a class in Q3 for high school credit, the letter of request must be submitted to the principal no later than the first day of Q2.) In addition, the following requirement must be satisfied:

The pupil's performance on the state-mandated pupil academic assessments or a similar examination approved by the school board demonstrates that the pupil is academically prepared for coursework that is offered in the high school grades;

The credit is earned in a course that is taught by a teacher who is licensed to teach the subject in high school grades; and

The credit is earned in a course that is taught using a curriculum and assessments that are equivalent to the curriculum and assessments used to teach the subject in the high school grades.

School boards will apply this new law to credit that is earned in a course that satisfies (1) one of the state-mandated high school graduation credit requirements, or (2) any additional graduation credit requirements that are established under a local school board policy.

Courses that are completed in grades 7 & 8 for high school credit will be present on the high school transcript and the grade will be calculated into the student's high school GPA and will have an impact on the student's class rank.

Wisconsin eSchool Network Courses

iForward will be offering a number of courses that will be taught by teachers and professors from the Wisconsin eSchool 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. After the drop/add date, students may petition the School 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 School Counselor if they wish to learn more about the drop/add 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.

Repeating Courses

A student who fails a class may retake it for credit. The original grade will remain on the student's transcript and the grade they earn the second time they complete the class will also be added to their transcript.

A student may only replace an earned grade of an F with a grade no higher than a D- (and earn the credit that accompanies that grade) if they take and pass that class, if offered, in summer school the summer after the failing grade was earned.

Early College Credit Program

The 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs. The Course Options statute was changed to Part-time open enrollment. The Youth Options statute (118.55) was renamed the Early College Credit Program (ECCP). The ECCP statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, "institution of higher education" means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. While technical colleges are not eligible institutions under the new program, pupils that have completed 10th grade will continue to have the option to take courses at

technical colleges through a separate statute, 38.12(14). The complete 343.46 Dual High School/College Credit Policy can be found on the Grantsburg District Website.

Start College Now

"Start College Now" will allow high school students the opportunity to take college courses at Wisconsin Technical Colleges. Wisconsin Statute 38.12 (14) lays out all the aspects of the program. Students must be in **grades 11-12** to be eligible for Start College Now. Students must be in **good academic standing** (no unexcused absences, passing classes, taking state-mandated tests, etc…). The complete 343.45 Dual High School/College Credit Policy can be found on the Grantsburg District Website.

Wisconsin University Admission

Starting August 1, 2024, with the Class of 2025, the Universities of Wisconsin will offer three paths to first-year student/freshman undergraduate admission:

- Traditional first-year student/freshman admission application process
- Direct Admit Wisconsin
- The Wisconsin Guarantee

All three paths to admission require students to meet the minimum admission criteria. Neither Direct Admit Wisconsin nor The Wisconsin Guarantee provide guaranteed admission into a specific major, program, school, or college. Rather, they provide admission to Universities of Wisconsin universities.

Direct Admit Wisconsin offers early and proactive admission to participating Universities of Wisconsin for rising seniors at participating Wisconsin high schools. The UWs collaborate with participating high schools to review student academic records (high school courses and GPA) at the end of their junior year and make offers of admission to participating UW universities without the need to submit a traditional admission application. iForward School and the Grantsburg School District are participating in this program. Students and their families must choose to opt into Direct Admit Wisconsin.

The Wisconsin Guarantee offers guaranteed admission to all Universities of Wisconsin (UW) universities for all who qualify. First-year applicants from Wisconsin high schools who are in the top 10% of their class at the end of 11th grade, or Wisconsin residents who are homeschooled and receive an ACT score in the national 90th percentile ranking or higher, or are a National Merit Scholarship finalist will be guaranteed to all UW universities except UW-Madison.

Additionally, first-year applicants from Wisconsin high schools who are in the top 5% of their class at the end of 11th grade, or Wisconsin residents who are homeschooled and receive an ACT score in the national 98th percentile ranking or higher or are a National Merit Scholarship finalist will be guaranteed admission to UW-Madison provided that they apply on or before the Early Action deadline.

Please speak to your counselor for more information.

Academic Freedom/Student Rights

In addition to other rights established by law, each student served by or on 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 having a disability.
- 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.

Student & Parent Laptop Policy & Acceptable Use Agreement

iForward loans laptops to students in need. Students and parents/guardians are responsible for maintaining the device in optimal operating condition.

Repair & Replacement Terms

- **Repairs:** The tech team will attempt remote repairs first. If physical repair is needed due to inappropriate or non-school use, the family is financially responsible. Invoices must be paid in full within **one month** unless alternative arrangements are made with the office.
- **Replacements:** If a laptop is lost, stolen, or severely damaged, the family will be charged the full replacement cost (**$750 to $1,200**, depending on the unit). This fee includes the device, warranty, and educational software licensing.
- **Ownership:** All hardware and software remain the property of GSD/iForward. Replacement units can *only* be purchased by the school district, and families do not keep the damaged computer.

Terms of Agreement

- By borrowing an iForward laptop, we agree to the following:
- **Educational Use Only:** The laptop will be used strictly for school purposes. No programs or software may be downloaded without written administrative permission.
- **Liability:** We accept financial responsibility for all physical damage, virus infections, loss, or theft (up to $1,200), whether accidental or not. The laptop can be recalled by the district at any time.
- **Supervision:** While the school provides web filters and firewalls, the parent/guardian accepts final responsibility for monitoring the student's internet use.
- **Academic Continuity:** Students must have a backup computer available at a moment's notice. School attendance is required regardless of laptop functionality.

_____ _____

Signature of Student **Date**

_____ _____

Print Name of Student

_____ _____

Signature of Parent/Guardian/Co-signer* **Date**

_____

Printed Name Parent/Guardian/Co-Signer

Students under 18 are required to have a parent co-sign. If the student is over 18, a co-signer is required and must be approved by the administration if they are not the parent/guardian.

Email & Student Responsibility to Respond to Teachers/Staff

Each parent/guardian 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). Appropriate communications from student and parents to staff include phone calls to their school phone, emails using school email, texting to the school phone, Google Chat messages (if allowed in the classroom), and Google Meet conferencing.

Students should begin their school day by checking the student's email with a parent present. The last thing they should do before ending their school day is to check their email again. Each student must respond to any iForward staff messages within one school day.

Use of Language and Images

Students and parents 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 and parents are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites. In general, classes will be recorded and posted for students who are absent or who would like to review the lesson. No unauthorized photographs or recording of students or staff are permitted.

Electronic Devices in School Settings: General Expectations for Students

At all times when students are attending school, participating in any school-sponsored activity, or otherwise subject to the supervisory authority of District officials and school staff, all students are responsible for ensuring that their possession, storage, and use of all electronic devices and technology-related equipment is appropriate with respect to:

1. time (when the device or equipment is being used);
2. location (where the device or equipment is being used); and
3. manner (how and for what purpose the device or equipment is being used).

This includes using electronic devices in a manner that is consistent with this Policy and with other District/school policies, rules, and directives that address the acceptable use of technology, personal

privacy interests, and general student conduct.Personal communication devices (such as cell phones) should not be used during school hours.

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 School 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 School counselor or directly to the Principal.

School Laptop Insurance Coverage

iForward School Computers carry the standard ADP coverage that covers minimal wear and tear on the computer. 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. **It is strongly recommended that all technology packages be insured up to $1,500.00.**

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 student 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 guardians or a 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 guardians, 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 officers, 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 to 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:

- 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.
- 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.
- 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.

- 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 able 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

If your family is experiencing hardship and needs assistance, please contact the principal.

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 supplied by iForward 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 computer 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/Guardians 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/guardians. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of course(s). Parents/Guardians 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 welcome 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 at 1-715-463-4900 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 class or office hours, or by calling the teacher's school phone extension.

Academic Counseling/School Support

Students should contact their School Counselor for academic counseling or guidance. The school's School Counselor will be available to all students for academic counseling and guidance support.

Sexual Harassment Policy

Sexual harassment is strictly prohibited and 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 favor 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 all 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 that 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/guardians 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/or Assistant Principal and remedial measures including suspension and expulsion.

The Assistant Principal and/or 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/guardian 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.

Safe and Responsible Computer Communication

The most basic guideline to remember when communicating over the internet is that the iForward is your school classroom. You should not write anything online that you would not say or write in your classroom. Use common sense, but if you are ever in doubt ask a teacher 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:

- Communicating on the internet is considered an extension of your classroom. Therefore, any speech that is considered inappropriate in the traditional classroom is inappropriate in the online classroom. This includes, but is not limited to, profanity; racist, sexist or discriminatory remarks; personal attacks.
- School internet communication is used primarily as a learning tool, 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 of the rules and suggestions that are offered by your teachers regarding appropriate posting in your class.
- The classroom is about an exchange of 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.
- 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.

- Anything written on the internet is public. Whatever you post 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.
- NEVER post personal information on the web (including, but not limited to, personal details including address or phone numbers, or family information). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- Be 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.

Adapted from: GSD Student Blogging Policy 363.3

Revisions to Student/Parent Handbook

***This student/parent handbook is subject to revision.** There will be times during the course of the academic year when 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 & iForward National Junior 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, to develop character, and to encourage good citizenship in the students at iForward

Selection of NHS Members:

1. To be eligible for membership the candidate must be a member of the senior or junior class. Sophomores may participate in the application process with active membership beginning the following school year. Candidates must have been in attendance at iForward for 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 in the 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.

Selection of NJHS Members:

1. To be eligible for membership the candidate must be a member of the second semester of sixth-grade, seventh-grade, or eighth-grade class. Candidates must have been in attendance at iForward for 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 in the 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, and citizenship.

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 the NHS.
Violation of the academic honesty policy as defined in the iForward student handbook will result in dismissal.

Behavioral Eligibility

A student must at all times display conduct becoming a member of National Honor Society or National Junior 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 the National Honor Society.

Service Eligibility

Members must complete a minimum of 20 hours of community service per year of NHS or NJHS 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 or NJHS advisor.

Membership Revocation Process (According to NHS and NJHS Constitution):

Upon learning of an NHS or NJHS 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 and NJHS 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.

Student Academic Contract

I, _____ (student), understand iForward is a full-time, online charter school, and **my personal academic success depends greatly on my own effort**. I understand iForward is a rigorous program that **delivers high quality public school education** delivered through certified and professional licensed instructional staff.

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

- Put forth the effort required of me to ensure every chance of being successful in every course.
- Understand I will have a **backup computer available** at all times if needed.
- Commit a **minimum** of 30-35 hours per week to school, observe assignment due dates, and communicate with my assigned teachers. My communication with my teachers can be by 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.
- I understand that unless hospitalized, I will **attend school** and **do my coursework daily**.
- **Meet all graduation requirements** as outlined in the Student Handbook
- **Participate in all state standardized testing** as required by the school.
- **Follow all the policies and procedures of iForward**, as listed in the **Student Handbook**.
- Agree work and jobs will be reserved until after 4:00 pm and weekends. School comes first.
- **We give permission for student pictures/videos** to be used for our school website, yearbook, and other school educational purposes.
- Do the best to my ability to learn and **achieve the highest grades** possible in each course.
- Understand that in most cases each course I enroll in, includes one hour per day of homework.

Please read carefully: I understand if the educational setting at iForward isn't "right for me", or a long-term illness or condition keeps me from attending online school and doing my coursework, or if 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 statues, 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**

CODE OF STUDENT CONDUCT – Policy on Discipline

* 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

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 extremely 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.

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.

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 at 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 designated by the building administrator or District Administrator.

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 cases, 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.

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 an 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.

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 appears 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.

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.

Long term removal, the teacher should notify the building administrator in writing. Such statement should set forth as clearly and completely as possible

- the basis for the removal request;
- the alternatives, approaches, and other steps considered or taken to avoid the need for the removal;
- the impact, positive and negative, on the removed student; and
- the impact, positive and negative, on the rest of the class.

Upon receipt of such a 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:

- place the student in an alternative education program as defined by law;
- place the student in another class in the school, or in another appropriate place in the school;
- place the student in another instructional setting; or
- 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 programs 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 a 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.

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.

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.

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 section which follows)*
    a. The portfolio will be reviewed by the principal, curriculum director, and academic counselor and/or their representatives.
    b. If the documentation is evaluated as incomplete, the applicant may request consideration under Options 2 and 3 below.
2. Competency
    a. 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. Conditions for the provisional credit will be noted in the student's cumulative file.
3. Assessment
    a. In courses offered by iForward, the test would be a semester or end of the year final examination.
    b. 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.

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: School 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

Requests for competency consideration are 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 costs 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

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 with 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.

Internet Use Agreement

The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.

This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

Students and employees shall have access to Internet resources through their classroom, library or school computer lab.

Limitation on School District Liability

Use of the district's system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district storage devices, DVDs, portable memory storage devices, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the system, nor is it responsible for damages or injuries from improper communications or damage to property used to access school computers and online resources. The school district will not be responsible for financial obligations arising through unauthorized use of the system or the Internet.

User Notification

All users shall be notified of the school district policies relating to Internet use before the start of the school year through building level communications. The policy can be found on the District's website within the Board of Education page.

Parents' Responsibility; Notification of Student Internet Use

Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the system and of the Internet if the student is accessing the system from home or a remote location.

Parents will be notified that their students will be using school district resources/accounts to access the Internet and the school district will provide parents the option to request alternative activities not requiring Internet access.

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