**Risen Savior Lutheran School**



**Board for School Ministry Policy Handbook**

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# Section 1 – Board of School Ministry

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 1.1.0 – Board for School Ministry Policy Creation and Revision

The Board for School Ministry is the governing board for Risen Savior Lutheran School. The Board for School Ministry creates official policies to help in the overall governance of the school. Official policies are contained in the board policy manual available for review in the principal’s office. A copy of the policy manual is also given to each board member at the beginning of each term.

**Development of New BSM Policies**

New policies can be written at the direction of the Board for School Ministry or under the recommendation of the principal. Policy drafts are normally written by the principal and brought to the board for review and discussion. Once a policy has been created and revised it is then brought and officially read to the board at a regular meeting (first reading). At the subsequent regular meeting of the board the policy is read again (second reading) and voted on. Approved policies are then official policies of the Board for School Ministry and Risen Savior Lutheran School.

**Revision of Current BSM Policies**

Each adopted policy by the Board for School Ministry is reviewed every fifth year. Policies may also be brought for revision at the request of the board or principal at anytime. Revisions to current policies may be made, read at a regular meeting (first reading), at a subsequent meeting (second reading), and then adopted as revised.

Legal Reference:

Cross Reference:

Adopted: 2010.12

Reviewed:

Revised:

Contained: BSM Handbook, Faculty Handbook

# Section 2 – Curriculum & Instruction

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 2.1.0 – Risen Savior Academic Standards

Risen Savior Lutheran School has adopted the Wisconsin Model Academic Standards established by the state of Wisconsin for 4th and 8th grades as a guide for writing curricular objectives and benchmarks.

By the end of grade 4, students will:

**Reading**:

A.4.1 Use effective reading strategies to achieve their purposes in reading.

* Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures
* Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures
* Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text
* Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty
* Read aloud with age-appropriate fluency, accuracy, and expression
* Discern how written texts and accompanying illustrations connect to convey meaning
* Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding
* Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature

A.4.2 Read, interpret, and critically analyze literature.

* Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning
* Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience
* Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences
* Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.

* Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences
* Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources
* Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose
* Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience

A.4.4 Read to acquire information.

* Summarize key details of informational texts, connecting new information to prior knowledge

Identify a topic of interest then seek information by investigating available text resources

**Writing**

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.

* Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences
* Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice
* Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre
* Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation
* Use a variety of writing technologies, including pen and paper as well as computers
* Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.4.2 Plan, revise, edit, and publish clear and effective writing.

* Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
* Explain the extent and reasons for revision in conference with a teacher
* Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

* Understand and use parts of speech effectively, including nouns, pronouns, and adjectives
* Use adverbials effectively, including words and phrases
* Employ principles of agreement related to number, gender, and case
* Capitalize proper nouns, titles, and initial words of sentences
* Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses
* Use commas correctly to punctuate appositives and lists
* Spell frequently used words correctly
* Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands

**Math**

A.4.1 Use reasoning abilities to

* perceive patterns
* identify relationships
* formulate questions for further exploration
* justify strategies
* test reasonableness of results

A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models\*

A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests

* see relationships between various kinds of problems and actual events
* use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies)

A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work

A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence

B.4.1 Represent and explain whole numbers\*, decimals, and fractions with

* physical materials
* number lines and other pictorial models\*
* verbal descriptions
* place-value concepts and notation
* symbolic renaming (e.g., 43=40+3=30+13)

B.4.2 Determine the number of things in a set by

* grouping and counting (e.g., by threes, fives, hundreds)
* combining and arranging (e.g., all possible coin combinations amounting to thirty cents)
* estimation, including rounding

B.4.3 Read, write, and order whole numbers\*, simple fractions (e.g., halves, fourths, tenths, unit fractions\*) and commonly-used decimals (monetary units)

B.4.4 Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths

B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as

* recalling the basic facts of addition, subtraction, multiplication, and division
* using mental math (e.g., 37+25, 40x7)
* estimation
* selecting and applying algorithms\* for addition, subtraction, multiplication, and division
* using a calculator

B.4.6 Add and subtract fractions with like denominators

B.4.7 In problem-solving situations involving money, add and subtract decimals

C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by

* naming them
* comparing, sorting, and classifying them
* drawing and constructing physical models to specifications
* identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles)
* predicting the results of combining or subdividing two-dimensional figures
* explaining how these figures are related to objects in the environment

C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to

* symmetry\*
* congruence\*
* similarity\*

C.4.3 Identify and use relationships among figures, including but not limited to

* location (e.g., between, adjacent to, interior of)
* position (e.g., parallel, perpendicular)
* intersection (of two-dimensional figures)

C.4.4 Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures

D.4.1 Recognize and describe measurable attributes\*, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them

D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including

* appropriate use of arbitrary\* and standard units (metric and US Customary)
* appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups)
* judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks

D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)

D.4.4 Determine measurements directly\* by using standard tools to these suggested degrees of accuracy

* length to the nearest half-inch or nearest cm
* weight (mass) to the nearest ounce or nearest 5 grams
* temperature to the nearest 5
* time to the nearest minute
* monetary value to dollars and cents
* liquid capacity to the nearest fluid ounce

D.4.5 Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques

E.4.1 Work with data in the context of real-world situations by

* formulating questions that lead to data collection and analysis
* determining what data to collect and when and how to collect them
* collecting, organizing, and displaying data
* drawing reasonable conclusions based on data

E.4.2 Describe a set of data using

* high and low values, and range\*
* most frequent value (mode\*)
* middle value of a set of ordered data (median\*)

E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts

E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur

E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources

F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., N + 0 = N is true for any number)

F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)

F.4.3 Work with simple linear patterns and relationships in a variety of ways, including

* recognizing and extending number patterns
* describing them verbally
* representing them with pictures, tables, charts, graphs
* recognizing that different models\* can represent the same pattern or relationship
* using them to describe real-world phenomena

F.4.4 Recognize variability in simple functional\* relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)

F.4.5 Use simple equations and inequalities in a variety of ways, including

* using them to represent problem situations
* solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts)
* recording and describing solution strategies

F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity\* of addition, inverse relationship of multiplication and division)

**Geography**

A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economiceffects of these changes

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

**History**

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.2 Use a timeline to select, organize, and sequence information describing eras in history

B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

**Science**

A.4.1 When conducting science investigations ask and answer questions that will help decide the general areas of science being addressed

A.4.2 When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now

A.4.3 When investigating a science-related problem, decide what data can be collected to determine the most useful explanations

A.4.4 When studying science-related problems, decide which of the science themes are important

A.4.5 When studying a science-related problem, decide what changes over time are occurring or have occurred

B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations

B.4.2 Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked

B.4.3 Show\* how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time

C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied

C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations

C.4.4 Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations

C.4.5 Use data they have collected to develop explanations and answer questions generated by investigations

C.4.6 Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers

C.4.7 Support their conclusions with logical arguments

C.4.8 Ask additional questions that might help focus or further an investigation

Properties of Earth Materials

D.4.1 Understand that objects are made of more than one substance, by observing, describing and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances

D.4.2 Group and/or classify objects and substances based on the properties of earth materials

D.4.3. Understand that substances can exist in different states-solid, liquid, gas

D.4.4 Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes

D.4.5 Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data

Position and Motion of Objects

D.4.6 Observe and describe physical events in objects at rest or in motion

D.4.7 Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including:

* position relative to another object
* motion over time
* and position due to forces

Light, Heat, Electricity, and Magnetism

D.4.8 Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism)

Properties of Earth Materials

E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations

E.4.2 Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin

E.4.3 Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science

Objects in the Sky

E.4.4 Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time

Changes in the Earth and Sky

E.4.5 Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes

E.4.6 Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes

E.4.7 Using the science themes, describe resources used in the home, community, and nation as a whole

E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world

The Characteristics of Organisms

F.4.1 Discover\* how each organism meets its basic needs for water, nutrients, protection, and energy\* in order to survive

F.4.2 Investigate\* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)

Life Cycles of Organisms

F.4.3 Illustrate\* the different ways that organisms grow through life stages and survive to produce new members of their type

Organisms and their Environments

F.4.4 Using the science themes\*, develop explanations\* for the connections among living and non-living things in various environments

G.4.1 Identify\* the technology used by someone employed in a job or position in Wisconsin and explain\* how the technology helps

G.4.2 Discover\* what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time

G.4.3 Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally

G.4.4 Identify\* the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community, to make or repair things, or to move goods or people

G.4.5 Ask questions to find answers about how devices and machines were invented and produced

H.4.1 Describe\* how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care

H.4.2 Using the science themes\*, identify\* local and state issues that are helped by science and technology and explain\* how science and technology can also cause a problem

H.4.3 Show\* how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care

H.4.4 Develop\* a list of issues that citizens must make decisions about and describe\* a strategy for becoming informed about the science behind these issues

By the end of grade 8, students will:

**Reading**

A.8.1 Use effective reading strategies to achieve their purposes in reading.

* Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text
* Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension
* Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading
* Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes

A.8.2 Read, interpret, and critically analyze literature.

* Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
* Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature
* Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work
* Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

* Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world
* Identify common historical, social, and cultural themes and issues in literary works and selected passages
* Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts
* Evaluate the themes and main ideas of a work considering its audience and purpose

A.8.4 Read to acquire information.

* Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals
* Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources
* Identify and explain information, main ideas, and organization found in a variety of informational passages
* Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them

**Writing**

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

* Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas
* Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence
* Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
* Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience
* Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail
* Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
* Use a variety of writing technologies including pen and paper as well as computers
* Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.8.2 Plan, revise, edit, and publish clear and effective writing.

* Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
* Identify questions and strategies for improving drafts in writing conferences with a teacher
* Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

* Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives
* Use correct tenses to indicate the relative order of events
* Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
* Punctuate compound, complex, and compound-complex sentences correctly
* Employ the conventions of capitalization

Spell frequently used words correctly and use effective strategies for spelling unfamiliar words

**Math**

A.8.1 Use reasoning abilities to:

* evaluate information
* perceive patterns
* identify relationships
* formulate questions for further exploration
* evaluate strategies
* justify statements
* test reasonableness of results
* defend work

A.8.2 Communicate logical arguments clearly to show why a result makes sense

A.8.3 Analyze non-routine\* problems by modeling\*, illustrating, guessing, simplifying, generalizing, shifting to another point of view, etc.

A.8.4 Develop effective oral and written presentations that include

* appropriate use of technology
* the conventions of mathematical discourse (e.g., symbols, definitions, labeled drawings)
* mathematical language
* clear organization of ideas and procedures
* understanding of purpose and audience

A.8.5 Explain mathematical concepts, procedures, and ideas to others who may not be familiar with them

A.8.6 Read and understand mathematical texts and other instructional materials and recognize mathematical ideas as they appear in other contexts

B.8.1 Read, represent, and interpret various rational numbers\* (whole numbers\*, integers\*, decimals, fractions, and percents) with verbal descriptions, geometric models\*, and mathematical notation (e.g., expanded\*, scientific\*, exponential\*)

B.8.2 Perform and explain operations on rational\* numbers (add, subtract, multiply, divide, raise to a power, extract a root, take opposites and reciprocals, determine absolute value)

B.8.3 Generate and explain equivalencies among fractions, decimals, and percents

B.8.4 Express order relationships among rational numbers using appropriate symbols (>, <, >, <, ≠)

B.8.5 Apply proportional thinking in a variety of problem situations that include, but are not limited to

* ratios and proportions (e.g., rates, scale drawings\*, similarity\*)
* percents, including those greater than 100 and less than one (e.g., discounts, rate of increase or decrease, sales tax)

B.8.6 Model\* and solve problems involving number-theory concepts such as

* prime\* and composite numbers
* divisibility and remainders
* greatest common factors
* least common multiples

B.8.7 In problem-solving situations, select and use appropriate computational procedures with rational numbers such as

* calculating mentally
* estimating
* creating, using, and explaining algorithms\*
* using technology (e.g., scientific calculators, spreadsheets)

C.8.1 Describe special and complex two- and three-dimensional figures (e.g., rhombus, polyhedron, cylinder) and their component parts (e.g., base, altitude, and slant height) by:

* naming, defining, and giving examples
* comparing, sorting, and classifying them
* identifying and contrasting their properties (e.g., symmetrical\*, isosceles, regular)
* drawing and constructing physical models to specifications
* explaining how these figures are related to objects in the environment

C.8.2 Identify and use relationships among the component parts of special and complex two- and three-dimensional figures (e.g., parallel sides, congruent\* faces).

C.8.3 Identify three-dimensional shapes from two-dimensional perspectives and draw two-dimensional sketches of three-dimensional objects preserving their significant features

C.8.4 Perform transformations\* on two-dimensional figures and describe and analyze the effects of the transformations on the figures

C.8.5 Locate objects using the rectangular coordinate system\*

D.8.1 Identify and describe attributes\* in situations where they are not directly\* or easily measurable (e.g., distance, area of an irregular figure, likelihood of occurrence)

D.8.2 Demonstrate understanding of basic measurement facts, principles, and techniques including the following

* approximate comparisons between metric and US Customary units (e.g., a liter and a quart are about the same; a kilometer is about six-tenths of a mile)
* knowledge that direct measurement\* produces approximate, not exact, measures
* the use of smaller units to produce more precise measures

D.8.3 Determine measurement directly\* using standard units (metric and US Customary) with these suggested degrees of accuracy

* lengths to the nearest mm or 1/16 of an inch
* weight (mass) to the nearest 0.1 g or 0.5 ounce
* liquid capacity to the nearest ml
* angles to the nearest degree
* temperature to the nearest C or F
* elapsed time to the nearest second

D.8.4 Determine measurements indirectly\* using

* estimation
* conversion of units within a system (e.g., quarts to cups, millimeters to centimeters)
* ratio and proportion (e.g., similarity\*, scale drawings\*)
* geometric formulas to derive lengths, areas, volumes of common figures (e.g., perimeter, circumference, surface area)
* the Pythagorean\* relationship

geometric relationships and properties for angle size (e.g., parallel lines and transversals; sum of angles of a triangle; vertical angles\*)

E.8.1 Work with data in the context of real-world situations by:

* formulating questions that lead to data collection and analysis
* designing and conducting a statistical investigation
* using technology to generate displays, summary statistics\*, and presentations

E.8.2 Organize and display data from statistical investigations using:

* appropriate tables, graphs, and/or charts (e.g., circle, bar or line for multiple sets of data)
* appropriate plots (e.g., line\*, stem-and-leaf\*, box\*, scatter\*)

E.8.3 Extract, interpret, and analyze information from organized and displayed data by using:

* frequency and distribution, including mode\* and range\*
* central tendencies\* of data (mean\* and median\*)
* indicators of dispersion (e.g., outliers\*)

E.8.4 Use the results of data analysis to:

* make predictions
* develop convincing arguments
* draw conclusions

E.8.5 Compare several sets of data to generate, test, and, as the data dictate, confirm or deny hypotheses

E.8.6 Evaluate presentations and statistical analyses from a variety of sources for:

* credibility of the source
* techniques of collection, organization, and presentation of data
* missing or incorrect data
* inferences
* possible sources of bias

E.8.7 Determine the likelihood of occurrence of simple events by:

* using a variety of strategies to identify possible outcomes (e.g., lists, tables, tree diagrams\*)
* conducting an experiment
* designing and conducting simulations\*

applying theoretical notions of probability (e.g., that four equally likely events have a 25% chance of happening)

F.8.1 Work with algebraic expressions in a variety of ways, including

* using appropriate symbolism, including exponents\* and variables\*
* evaluating expressions through numerical substitution
* generating equivalent expressions
* adding and subtracting expressions

F.8.2 Work with linear and nonlinear patterns\* and relationships in a variety of ways, including

* representing them with tables, with graphs, and with algebraic expressions, equations, and inequalities
* describing and interpreting their graphical representations (e.g., slope\*, rate of change, intercepts\*)
* using them as models of real-world phenomena
* describing a real-world phenomenon that a given graph might represent

F.8.3 Recognize, describe, and analyze functional relationships\* by generalizing a rule that characterizes the pattern of change among variables. These functional relationships include exponential growth and decay (e.g., cell division, depreciation)

F.8.4 Use linear equations and inequalities in a variety of ways, including

* writing them to represent problem situations and to express generalizations
* solving them by different methods (e.g., informally, graphically, with formal properties, with technology)
* writing and evaluating formulas (including solving for a specified variable)
* using them to record and describe solution strategies

F.8.5 Recognize and use generalized properties and relations, including

* additive and multiplicative property of equations and inequalities
* commutativity\* and associativity\* of addition and multiplication
* distributive\* property
* inverses\* and identities\* for addition and multiplication

transitive\* property

**Geography**

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases

A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment

A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

**History**

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society

B.8.9 Explain the need for laws and policies to regulate science and technology

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

**Science**

A.8.1 Develop their understanding of the science themes by using the themes to frame questions about science-related issues and problems

A.8.2 Describe limitations of science systems and give reasons why specific science themes are included in or excluded from those systems

A.8.3 Defend explanations and models by collecting and organizing evidence that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them

A.8.4 Collect evidence to show that models developed as explanations for events were (and are) based on the evidence available to scientists at the time

A.8.5 Show how models and explanations, based on systems, were changed as new evidence accumulated (the effects of constancy, evolution, change, and measurement should all be part of these explanations)

A.8.6 Use models and explanations to predict actions and events in the natural world

A.8.7 Design real or thought investigations to test the usefulness and limitations of a model

A.8.8. Use the themes of evolution, equilibrium, and energy to predict future events or changes in the natural world

B.8.1 Describe how scientific knowledge and concepts have changed over time in the earth and space, life and environmental, and physical sciences

B.8.2 Identify and describe major changes that have occurred over in conceptual models and explanations in the earth and space, life and environmental, and physical sciences and identify the people, cultures, and conditions that led to these developments

B.8.3 Explain how the general rules of science apply to the development and use of evidence in science investigations, model-making, and applications

B.8.4 Describe types of reasoning and evidence used outside of science to draw conclusions about the natural world

B.8.5 Explain ways in which science knowledge is shared, checked, and extended, and show how these processes change over time

B.8.6 Explain the ways in which scientific knowledge is useful and also limited when applied to social issues

C.8.1 Identify\* questions they can investigate\* using resources and equipment they have available

C.8.2 Identify\* data and locate sources of information including their own records to answer the questions being investigated

C.8.3 Design and safely conduct investigations\* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions

C.8.4 Use inferences\* to help decide possible results of their investigations, use observations to check their inferences

C.8.5 Use accepted scientific knowledge, models\*, and theories\* to explain\* their results and to raise further questions about their investigations\*

C.8.6 State what they have learned from investigations\*, relating their inferences\* to scientific knowledge and to data they have collected

C.8.7 Explain\* their data and conclusions in ways that allow an audience to understand the questions they selected for investigation\* and the answers they have developed

C.8.8 Use computer software and other technologies to organize, process, and present their data

C.8.9 Evaluate\*, explain\*, and defend the validity of questions, hypotheses, and conclusions to their investigations\*

C.8.10 Discuss the importance of their results and implications of their work with peers, teachers, and other adults

C.8.11 Raise further questions which still need to be answered

Properties and Changes in Properties in Matter

D.8.1 Observe, describe, and measure physical and chemical properties of elements and other substances to identify and group them according to properties such as density, melting points, boiling points, conductivity, magnetic attraction, solubility, and reactions to common physical and chemical tests

D.8.2 Use the major ideas of atomic theory and molecular theory to describe physical and chemical interactions among substances, including solids, liquids, and gases

D.8.3 Understand how chemical interactions and behaviors lead to new substances with different properties

D.8.4 While conducting investigations, use the science themes to develop explanations of physical and chemical interactions and energy exchanges

Motions and Forces

D.8.5 While conducting investigations, explain the motion of objects by describing the forces acting on them

D.8.6 While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom

D.8.7 While conducting investigations of common physical and chemical interactions occurring in the laboratory and the outside world, use commonly accepted definitions of energy and the idea of energy conservation

Transfer of Energy

D.8.8 Describe and investigate the properties of light, heat, gravity, radio waves, magnetic fields, electrical fields, and sound waves as they interact with material objects in common situations

D.8.9 Explain the behaviors of various forms of energy by using the models of energy transmission, both in the laboratory and in real-life situations in the outside world

D.8.10 Explain how models of the atomic structure of matter have changed over time, including historical models and modern atomic theory

Structure of Earth System

E.8.1 Using the science themes, explain and predict changes in major features of land, water, and atmospheric systems

E.8.2 Describe underlying structures of the earth that cause changes in the earth's surface

E.8.3 Using the science themes during the process of investigation, describe climate, weather, ocean currents, soil movements and changes in the forces acting on the earth

E.8.4 Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks

Earth’s History

E.8.5 Analyze the geologic and life history of the earth, including change over time, using various forms of scientific evidence

E.8.6 Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and non-renewable resources

Earth in the Solar System

E.8.7 Describe the general structure of the solar system, galaxies, and the universe, explaining the nature of the evidence used to develop current models of the universe

E.8.8 Using past and current models of the structure of the solar system, explain the daily, monthly, yearly, and long-term cycles of the earth, citing evidence gained from personal observation as well as evidence used by scientists

Structure and Function in Living Things

F.8.1 Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms

F.8.2 Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments

F.8.3 Differentiate between single-celled and multiple-celled organisms (humans) through investigation, comparing the cell functions of specialized cells for each type of organism

Reproduction and Heredity

F.8.4 Investigate and explain that heredity is comprised of the characteristic traits found in genes within the cell of an organism

F.8.5 Show how different structures both reproduce and pass on characteristics of their group

Regulation and Behavior

F.8.6 Understand that an organism is regulated both internally and externally

F.8.7 Understand that an organism's behavior evolves through adaptation to its environment

Populations and Ecosystems

F.8.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet

Diversity and Adaptations of Organisms

F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species

F.8.10 Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.

G.8.1 Identify\* and investigate\* the skills people need for a career in science or technology and identify the academic courses that a person pursuing such a career would need

G.8.2 Explain\* how current scientific and technological discoveries have an influence on the work people do and how some of these discoveries also lead to new careers

G.8.3 Illustrate\* the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life

G.8.4 Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show\* how the design (or re-design) might work, including potential side-effects

G.8.5 Investigate\* a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction

G.8.6 Use current texts, encyclopedias, source books, computers, experts, the popular press, or other relevant sources to identify\* examples of how scientific discoveries have resulted in new technology

G.8.7 Show\* evidence\* of how science and technology are interdependent, using some examples drawn from personally conducted investigations\*

H.8.1 Evaluate the scientific evidence used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources

H.8.2 Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision

H.8.3 Understand the consequences of decisions affecting personal health and safety

Legal Reference:

Cross Reference:

Adopted: 7.2010

Reviewed:

Revised:

Contained:

# Section 3 – Students

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.2.0 – Immunization Records Policy

The state of Wisconsin immunization law requires that the parent/guardian of all public and private school students present to their child’s school written evidence of immunization against certain diseases. The law also gives the right to exclude from school attendance students who fail to meet the immunization requirements. Up to date records must be on file at Risen Savior by the first day of school.

For Administrative Use:

1. The parents of students with incomplete records will be notified of this fact verbally and in print on the first day of school.
2. If the records are not updated after one week, the student will be held out of class until the necessary vaccination records are on file at the school.

Legal Reference:

Cross Reference:

Adopted: 8.9.2007

Reviewed:

Revised:

Contained: Faculty Handbook, Student Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.3.0 – Ringworm Policy

Ringworm is a contagious fungus infection that can affect the scalp, body, feet (athlete’s foot), or nails. Ringworm is cause by several different fungus organisms that can live in humans, animals, and soil. It is transmitted by direct skin-to-skin contact with an infected person or pet and indirectly with contact from an object or surface touched by an infected person or pet or occasionally from soil. It is treated with fungus killing topical medication, oral medication, or both.

Scalp Ringworm often strikes young children and outbreaks have been recognized in schools. Student athletes are at risk for scalp, body, and foot ringworm.

Because of the highly infectious nature of this disease, Ringworm can become a serious problem in a school. Therefore, it is important to have a policy regarding management procedures to contain the infection and protect other children.

The points outlined below describe the policy at Risen Savior Lutheran School

1. Risen Savior will offer hygiene classes that emphasize preventative measures such as not sharing hats, pillows, towels, brushes, scarves, combs, etc…
2. Staff should be aware of the signs and symptoms of Ringworm:
   1. Ringworm of the scalp usually begins as a small pimple that becomes larger, leaving scaly patches of temporary baldness. Infected hairs become brittle and break off easily. Yellowish crusty areas sometimes develop.
   2. Ringworm of the body shows up as a flat, round patch anywhere on the skin except for the scalp and feet. As the patch expands the center clears to produce a ring. The patches can overlap and the area is sometimes itchy.
3. A child suspected of having Ringworm will be sent home and the parents/guardians and be responsible to have the child screened by a medical professional and started on medication if diagnosed. Because of the highly infectious nature of the disease and because early recognition and treatment are key to slowing the spread and preventing re-infection, close contact of the infected child should also be checked.
4. A child diagnosed with Ringworm should remain at home for 24 to 48 hours after treatment with a topical ointment or oral medication is started.
5. The child must have a note from the medical professional stating the treatment prescribed and the date he or she can return to school. If the infection is on an area of the body that would easily expose other children it is advisable to cover it with a dressing until the area is dry and healing.
6. A Ringworm fact sheet is available for staff and parents.

Legal Reference:

Cross Reference:

Adopted: 8.9.2007

Reviewed:

Revised:

Contained: Faculty Handbook, Student Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.4.0 – Pink Eye (Conjunctivitis) Policy

Conjunctivitis, commonly known as Pink Eye, is an inflammation of the conjunctiva, the clear membrane that covers the white part of the eye and the inner surface of the eyelids. These infections can be viral or bacterial.

Both viral and bacterial Pink Eye are highly contagious and easily spread to other children by direct contact or indirectly through contact from an object touched by the infected person.

Allergies and other irritants can cause redness, teaching, and itching but are not infections.

Children need to see a physician promptly to diagnose the cause and prescribe treatment, if needed. This infection can be highly contagious for as long as two weeks after signs and symptoms begin.

It is important to have a policy regarding management procedures to assure prompt treatment for the child with the infection and protection for other children at school.

The points outlined below describe the policy at Risen Savior Lutheran School.

1. Risen Savior will offer hygiene classes that emphasize good hand washing.
2. Staff should be aware of the signs and symptoms of Pink Eye:
   1. Bacterial infection causes green or yellow discharge and the white part of the eye is red. The eye is crusted in the morning and the child may describe a gritty or itchy feeling in the eye or complain of light sensitivity. This infection will require the use of antibiotics.
   2. Viral infection will cause a red eye with tearing, but the drainage will be white. This type of infection is usually not treated with antibiotics.
3. A child with red eye and drainage or tearing must be sent home with instructions to the family to see a physician for diagnosis, a treatment plan, and a return to school date.
4. When returning to school, the child must have a physician note that describes the treatment plan and indicates the return to school date.
5. A Pink Eye Fact Sheet is available for staff and parents.

Legal Reference:

Cross Reference:

Adopted: 8.9.2007

Reviewed:

Revised:

Contained: Faculty Handbook, Student Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.5.0 – Administration of Prescription and Non-Prescription Medication Policy

Medications should be administered to school children by parents/guardians **at home** whenever possible. In cases where it is medically necessary for a child to receive medication during the school day, State of Wisconsin Statute 118.29 requires School Boards to develop policies that authorize school employees to administer medication.

It is imperative that strict guidelines are set-up and enforced to allow designated employees who are **trained** by the principal or the school nurse to administer medication under the direction of a physician. While schools generally enjoy broad immunity from civil liability under the education code, this immunity **does not** apply when the person administering the medication is out of compliance (i.e. does not have the permission of the parent and/or written orders from the physician for prescription medication).

The medication policy written for Risen Savior Lutheran School closely follows the policy and procedure guidelines established by Milwaukee Public Schools (MPS).

Medication Not Required During the School Day

School personnel will **not** administer medication that should have been given to the child at home prior to starting the school day (i.e. antibiotics, long-acting asthma medication, etc.). It is the responsibility of the principal to determine if the request for giving medication at school is valid.

Administering Prescription Medication at School

**No prescription medication will be administered by school personnel unless the Medication Permission Form is completed and signed by both the parent and physician and is on file in the school office.**

When necessary, the administration and other personnel **designated in writing** by the administration will administer medication to students under the following established conditions:

1. The “Permission to Administer Prescription Medication” Form must be signed by both the parent and the physician and on file in the Nurse Office before any medication can be administered. This form will contain clearly written instructions for dose and times of administration. The form is in effect for the school year, unless changed in writing by the physician. A new form must be completed each school year.
2. The medication must be in a pharmacy container and must clearly identify the student, the name of the drug, the dosage, the time the drug is to be administered, the pharmacy name and number, the prescribing physician name and number, and the quantity of medication in the pharmacy container. Authorized staff assigned to administer medication must count the number of pills in the pharmacy container upon receipt – especially when the medication is a “controlled substance” such as Ritalin. This count will be noted on the Medication Record Form for that child and signed and dated by the person counting the pills.
3. Medications will be kept in a safe, locked location, not accessible to other students. The designated location at Risen Savior School is the Nurse Office. No medications will be stored in the classroom except inhalers or other medications deemed necessary on an individual basis. Access to the keys for the medication storage cabinet should be limited to the principal, school nurse, and authorized staff.
4. Students will be excused to come to the Nurse Office to receive their medication from the assigned staff person at the time the medication is due to be given. The permission slip and other documentation forms will be kept with the medication in the locked cabinet.
5. The principal will understand the child’s medical condition, the expected outcome from taking the medication and any possible side-effects. The person assigned by the principal to administer the medication will be instructed about the child’s medical condition, compliance with school policy, safety factors, and record keeping. (See Principles of Medication Administration for Non-Nursing Staff).
6. Accurate and confidential records will be kept for all students receiving medication at school. The person responsible for administering the medication will have a copy of the permission form and will record the date and time each dose of medication is given on the Student Medication Record. If there appears to be any unusual response to the medication, if the student refuses to take the medication or vomits after taking it the parent should be contacted immediately. If the parent or guardian is not available, the physician on record will be contacted and the incident recorded on the student medication sheet.
7. If a student is required to take a medication by a route other than ingestion and designated personnel are willing to administer this medication, they must receive specific instruction from the child’s physician or a nurse in collaboration with the parent/guardian. Some medications require more medical training because of the complexity of administering them. In this case the school will contact a nurse consultant to provide training and instruction.
8. The principal or designee will maintain a daily and up-to-date roster of students receiving medication at school. The record will include the student’s name, type of medication, dosage, time to be given, parent or guardian’s name, physician’s name, and the names of the individuals designated for administering the medication, and the date the medication is to be discontinued. (See “Record of Student’s Requiring Medication at School”).
9. The principal will designate the person responsible for carrying the medication for field trips or school related events off campus.
10. Any error which may occur in the administration of student medications must be documented and reported to the principal immediately. The principal will take appropriate action dependent upon the situation. (See “Medication Error Form”).
11. At the end of the school year, or upon discontinuance of the medication, the consent form and medication record will be filed with the student’s health record.

A copy of the form “Permission to Administer Prescription and Non-Prescription Medication at School” is attached.

Administering Non-Prescription Medication at School

1. Designated personnel shall administer non-prescription (over-the-counter) medication to students ONLY with parental approval as indicated by written consent on the Permission to Give Medication at School Form.
2. All criteria listed previously concerning prescription medication shall be adhered to regarding non-prescription medication with the exception of the written authorization from the physician.
3. Under no circumstances should school personnel provide Tylenol, Aspirin or other non-prescription medications to students without meeting all of the above criteria. **Diagnosis and treatment of illness and the prescribing of drugs are not school responsibilities and should not be undertaken by school personnel.**
4. The school reserves the right to limit the duration of parent-provided medications. If the symptoms being treated do not resolve, the parent will be notified and asked to seek medical attention and obtain a physician order for continued use of the medication.

Parent Responsibility

1. The parent/guardian will complete the forms giving permission to administer medication at school and will obtain the physician orders and signature when needed.
2. The parent/guardian will safely deliver the medication to school and provide a sufficient supply of medication so the school can comply with the physician orders.

Disposition of Medication Left at School at the End of the Year

The Medication Policy Information for Parents will state that parents need to collect medication at the end of the school year and that any medication not picked up by the end of the last day of classes will be destroyed unless the parent makes other arrangements. Students may take their medications home from school if the parent has signed an “Authority/Responsibility” form allowing them to do so. Otherwise, the parent must pick up the medication. The school will destroy all medication remaining in the school the day after the last day of classes.

Medication Administration Off of School Grounds (Field Trip/Event)

A photocopy of the “Permission to Administer Medication” form, a “Student Record of Administration” form and the medication will be taken to the event by the school employee trained and authorized to administer the medication. The medication must be in the original container and all procedures for safe administration will be followed. The medication and paper work will be returned to the locked cabinet in the Nurse Office upon return to school.

Student Self-Administration of Medications

Risen Savior Lutheran School recognizes the importance of students being allowed to carry an asthma inhaler. In compliance with the American Lung Association Guidelines, students may carry inhalers when the “Authorization for Administration of Inhaled Asthma Medication” form is completed and on file in the Nurse Office. (See attached form). This form provides for physician verification that the student has been instructed in the proper use of the inhaler and is competent to self-administer.

It is strongly advised that the parent/guardian provide an extra inhaler to be kept at school in a safe place in the event the student loses one or forgets it at home. Young students who are not independent with the use of their inhaler will keep their inhalers in a safe place in the classroom and the teacher will be the designated administrator.

Student Self-Administration of Medications

Older and responsible students will be allowed to self-medicate at school with over-the-counter medications and certain prescription medications (i.e. albuterol for asthma, insulin for diabetes) when this is requested by the parent, co-signed by thephysician (for prescription medication) and the student is deemed responsible to remember prescribed doses and times. This request must be in writing on the official school form “Self-Administration of Medication at School”.The principal will issue a “Medication Pass” to the student that gives administrative approval to have this specific medication in his/her possession.

No student may have prescription or non-prescription drugs in his/her possession on school grounds or at away school functions without proper authorization (i.e. Medication Pass).

The school will bear no responsibility for ensuring the student takes his/her medication correctly and on time. This is clearly stated on the Permission form which the parent signs. The student is **not** allowed to share medication with other students. If a student abuses the privilege of self-medication, the medication will immediately be confiscated, the parent notified and the student will no longer have the privilege of self-medication at school.

List of Forms/Documents

1. [Medication Policy Information for Parents](Medication%20Policy%20Information%20for%20Parents.docx)
2. Permission to Administer Medication (prescription and non-prescription).
3. Authorization for Administration of Inhaled Asthma Medication
4. Self Administration of Medication at School
5. Medication Error Form
6. Record of Medication Administered at School
7. Record of Student’s Requiring Medication at School

Legal Reference:

Cross Reference: [Medication Policy Information for Parents](Medication%20Policy%20Information%20for%20Parents.docx)

Adopted: 9.6.2007

Reviewed:

Revised:

Contained: Faculty Handbook (Policy), Student Handbook (Medication Policy Information for Parents)

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.6.0 – Head Lice Infestation Policy

Having head lice is a common problem. Preschool and elementary aged children, 3-11, and their families are infested most often. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Girls get head lice more often than boys and African Americans are rarely infested.

Because head lice are spread by close contact it is especially important to have a policy regarding managing this problem in the school setting.

The points outlined below describe the policy at Risen Savior Lutheran School.

1. Hygiene classes should emphasize preventative measures such as not sharing hats, pillows, towels, brushes, scarves, combs, etc…
2. Staff should be aware of the signs and symptoms of head lice infestation.
   1. Feeling of something moving in the hair.
   2. Itching (cased by allergic reaction to the bite).
   3. Irritability.
   4. Sores on the head cause by scratching which can become infected.
3. A child suspected of having head lice should be checked carefully by a designated member of the staff or someone at the local health department or the child’s physician.
4. A child with a confirmed infestation of head lice may not return to school until he or she is lice free (including nits). This should be confirmed by inspection by a designated person on staff.
5. Classroom treatment should include
   1. Washing clothing the infested person wore or used during the days before treatment (using the hot water cycle and high heat drying).
   2. Dry cleaning clothing that is not washable or storing clothing, stuffed animals, comforters, etc… in a sealed plastic bag for two weeks. Head lice do not live long if they fall off a person and cannot feed. Do not use fumigant sprays.

Legal Reference:

Cross Reference:

Adopted: 1.3.2007

Reviewed: 02.12.2012

Revised:

Contained: Faculty Handbook, Student Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.7.0 – Student Promotion Policy

**Promotion Standards**

Risen Savior Lutheran School has standards for promotion. We want to ensure all students are ready to move to the next grade level. Promotion decisions are based on several factors:

1. Student readiness as noted on the report cards
2. Student standardized and other academic test scores
3. Student attendance
4. Student developmental readiness
5. Other measures as determined by the school administration and classroom teacher(s).

**Academic Standards**

Risen Savior measures student growth against the standard set by the state of Wisconsin for each particular grade level. If a student is 2 years or more below grade level in reading, writing, or math, promotion to the next grade will be at the discretion of the school administration.

**Standardized Testing**

Decisions to promote or retain students will also be based on their performance on the standardized test used at each grade level. Minimal performance in any core areas is a reason for retention and student will only be moved on to the next grade at the school administration’s discretion.

**Attendance**

Students missing 10 or more days of a school year may be retained. It is crucial that students be in school on time consistently to obtain the necessary skills to move to the next grade level.

**Developmental Readiness**

Some students are not ready for the curriculum or challenges faced socially in the next grade level. This will be determined by their organizational skills, social skills, and emotional readiness in their current grade level. The teacher and school administration will promote students based on observations in these areas throughout the year.

Legal Reference:

Cross Reference:

Adopted: 03.10.2010

Reviewed:

Revised:

Contained: MPCP Required Disclosure Information, School Handbook, Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.8.0 – Mandatory Reporting Policy \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 3.9.0 – School Wellness Policy \*\*\*DRAFT\*\*\*

Risen Savior Lutheran School educates the whole child: mind, body, and soul. As part of the education of the body, we stress what Scripture teaches in I Corinthian 6:19-20 which states: “Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own, you were bought at a price. Therefore, honor God with your body.” Therefore, teaching our students how to take care of the bodies God has given them is an important part of Risen Savior Lutheran School’s ministry.

Our wellness policy exists to guide us in teaching our students to care for their bodies and develop healthy eating habits. It is based on Federal, State, and local laws, especially Section 204 of Public Law 108-265, enacted June 30, 2004, as a part of the Child Nutrition and WIC Reauthorization Act of 2004.

Risen Savior Lutheran School’s Wellness Policy is composed of the following four sections:

1. Goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness;
2. Nutrition guidelines selected for all foods available on our school campus during the school day with the objectives of promoting student health and reducing childhood obesity;
3. An assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b)of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C.1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
4. A plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency, charged with operational responsibility for ensuring that the school meets the local wellness policy.

While what follows serves as our current guide, ongoing development, improvement, and refinement is continuously sought and coordinated between representatives of the school food authority, school administrators, and the food vendor in order to make the plan as effective as possible. Additional resources can be found at: <http://dpi.wi.gov/fns/wellnessplcy.html>

**Goals for Nutrition Education**

* Nutrition education will be offered in the school cafeteria via a bulletin board that is regularly changed and presents timely, relevant, and engaging nutrition information.
* In classrooms, healthy eating and nutrition education will be presented as part of the science, health, and religion curricula.
* Field trips to local food stores and museums’ health and wellness displays, as well as presenters brought into school, will provide reinforcement of concepts taught.
* Periodic messaging on health and nutrition will be included in newsletters and notes sent home.
* Weekly chapel services will include themes about being good stewards of our bodies and health.

**Goals for Physical Activity**

* As part of grade promotion requirements, all students will participate in a physical education program consisting of free-play, recess periods and structured, physical education class periods totaling in excess of 100 minutes per week.
* Students will be given opportunities for physical activity through a range of after-school programs including, but not limited to interscholastic athletics.
* Physical activity will be integrated into the regular classroom setting when appropriate.

**Goals for Other School-Based Activities**

Risen Savior Lutheran School will…

* Provide a clean, safe, enjoyable meal environment for students.
* Provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
* Make drinking fountains available in school, so that students can get water at meals and throughout the day.
* Encourage all students to participate in school meals program and protect the identity of students who eat free and reduced price meals.
* Ensure an adequate time for students to enjoy eating healthy foods with friends in school
* Schedule lunch times as near the middle of the school day as possible.
* Make efforts to keep physical activity facilities open for use by students outside school hours (Youth Haven, etc…).
* Encourage parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
* Encourage and provide opportunities for students, teachers and community volunteers to practice healthy eating and serve as role models in school dining areas.
* Strive to reduce student access to foods with limited nutritional value.

**Nutritional Guidelines**

* Risen Savior Lutheran School contracts only with Food Service Providers which provide meals compliant with school nutritional standards and specifications for each food component or menu item by NSLP nutritional guidelines for grade, style, condition, weight, ingredients formulations and delivery times as required by 7CFR 210.16(c)(3). In addition, the use of food incentive/rewards will be discouraged unless the food is nutritious, being low in fat and refined sugar, and high in whole grains, fruits and vegetables.

**Assurances for Reimbursable School Meals**

* Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C.1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools.

**Measuring Implementation**

* An annual review of the Local Wellness Policy shall be led by the school principal and include a “wellness committee” comprising the school administrators, the school food authority, and a representative from the food vendor. On the basis of the annual review, improvements and refinements will be instituted to make the Local Wellness Policy better for the next school year.

Legal Reference:

Cross Reference:

Adopted: 03.2012

Reviewed:

Revised:

Contained: Faculty Handbook, School Handbook

# Section 4 – Personnel

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.1.0 – Funeral Leave Policy

Risen Savior will pay the costs of substitutes for full-time faculty or staff who have lost an immediate family member.

Immediate family is defined as mother, father, sister, brother, husband, wife, child, grandmother, grandfather, mother-in-law, father-in-law, sister-in-law, or brother-in-law.

The number of days that Risen Savior will pay substitutes will be determined by a faculty/staff request and BSM approval.

Legal Reference:

Cross Reference:

Adopted: 6.9.09

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.2.0 – 403(b) Policy

Risen Savior Lutheran School offer employees who work more than 1000 hours per year the opportunity to participate with a percentage of their salary in the WELS Shepherd’s Plan (403(b)).

With each budget cycle the BSM may recommend that a certain percentage be matched by the school.

Legal Reference:

Cross Reference:

Adopted: 2.2009

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.3.0 – Employee Vacation Policy

Regular employees of Risen Savior Lutheran School are eligible for a paid vacation after one year of employment. The vacation allowance for staff is determined by the length of credited service accumulated through July 1st of each year as shown below:

|  |  |
| --- | --- |
| **Duration of Employment** | **Vacation Days** |
| Less than one year | 0 |
| One year | 6 |
| Two to five years | 12 |
| Six to nine years | 15 |
| Ten to fourteen years | 18 |
| Fifteen years of more | 21 |

Vacation days are not earned until one year of service has been completed and cannot be scheduled prior to the employee’s completion of service.

All vacation allowance is credited to the employee on the first day of July each year. Vacation days must be taken during the twelve month period ending June 30th, as vacation days may not be accumulated from one year to the next. If your employment ends before the completion of twelve months of service, you will receive no compensation for unused vacation allowance. Vacations are to be scheduled in advance and approved by the administrative staff. If a paid holiday falls within a scheduled vacation period, the day will be treated as a holiday rather than vacation allowance. Employees do not have the option of receiving vacation pay in lieu of vacation time.

Classification of Staff Members

The benefits staff members receive depend on their employment classification. Upon completion of the orientation/training period, each staff member will be placed in one of six employment classifications.

1. Regular Full Time Staff Members – Those who are regularly scheduled to work at least 40 hours per week. These staff members are eligible to participate in employee benefit programs.
2. Regular Part Time Annual Staff Members – Those who fill an established position and who work less than 40 hours per week. Those who are compensated for working a minimum of 1000 hours per year (20 hours per week) are eligible to receive employee benefits on a pro-rated basis.
3. Regular Part Time School Year Staff Members – Those who fill an established position and work any number of hours during the nine months of the school year. Those staff members are not eligible for any of the employee benefits listed for 12 month employees.
4. Temporary Staff Members – Those hired for special projects, vacation, leave of absence or sick leave, or to fill a vacancy on an interim basis. Typically, these persons will work for less than one year. As a general rule, these staff members are not eligible to receive any benefits, but are covered under workers’ compensation insurance. Should Temporary Staff Members become full time or regular part time, they will be given credit for all past service based on the full time equivalent of service previously rendered.
5. Occasional Staff Members – Those who are hired to work as needed rather than on a regularly scheduled basis. Upon employment, such staff members shall be informed that they are Occasional Staff Members and, if feasible, shall be told the approximate time for which it is anticipated they will be employed. They are not eligible to participate in any benefit programs, but are covered under workers’ compensation insurance.
6. Volunteers – Those who are unpaid, temporary workers who have no expectation of compensation and who assist with a variety of tasks when requested to do so. They receive no benefits but are covered under liability insurance coverage.

Exceptions and special situations must be approved by the BSM on a case by case basis.

Legal Reference:

Cross Reference:

Adopted: 7.18.2006

Reviewed: 9.7.2011 (No Changes)

Revised:

Contained:

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.4.0 – Staff Absence Policy

School staff members (Teaching assistants, called teachers, and hired workers) are asked to schedule doctor, dental, and other appointments outside of the school day if possible. If an appointment must be scheduled during the school day, please inform the principal at least 24 hours in advance.

Risen Savior will pay for all substitute teacher salaries when a substitute teacher is needed for personal or family emergency, health needs, or school related business. If at all possible, the principal is to be informed prior to the time of need. The BSM should be informed if extended periods of substitution are needed.

In the event of an unplanned absence, such as illness or family emergency

1. Teacher shall inform the principal
2. The principal will arrange for a substitute or permit the teacher to contact a substitute
3. Risen Savior will pay for the substitute

In the event of planned absence for personal reasons

1. The teacher will first seek permission from the principal
2. The teacher will arrange for a substitute with consent of the principal
3. The teacher will pay for the substitute

Teachers should have a Substitute Folder prepared including

1. Seating chart
2. Class rules and procedures
3. Extra work for students
4. Lesson plans

Risen Savior will allow leave of absence for extended periods of time. The request must be brought before the BSM and the Executive Council. Illness, pregnancy, family needs, and disabilities are several of the obvious reasons for potential leave of absence.

In the event of a leave of absence, teachers are responsible for

1. Specifying reasons for request
2. Establishing a specific time period
3. Establishing communication dates with the principal
4. Providing the administration with all pertinent information involving logistics/whereabouts

Absences of longer than five consecutive days will be considered disability leave. The teacher will be paid 100% of his/her salary by Risen Savior for calendar days 1 through 45 of the disability leave. After 45 days, the teacher may apply to the BSM for an extension of this disability leave. The granting of the extension and the continued payment of any amount of salary will be determined by the BSM and Executive Council.

Disability leave exceeding 90 days will be paid under the terms of the WELS Long-Term Disability Insurance Leave as defined in the *Long-Term Disability Insurance Plan*. In the event the teacher is eligible for and receives worker’s compensation insurance payments during the disability leave, payments to the teacher by Risen Savior will be reduced by the amount of the insurance payments.

Legal Reference:

Cross Reference:

Adopted: 7.18.2007

Reviewed: 9.7.2011 (No changes)

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.4.5 – Jury Duty or Trial Witness Policy \*\*\*DRAFT\*\*\*

To enable you to fill your civic and Christian duties, Risen Savior will grant time off with pay for jury duty or trial witness as a called worker. Please follow the following procedures:

1. Notify the principal as soon as you are aware of the dates and times you will be unavailable for work due to jury duty or witnessing at a trial. Please give a copy of your summons to the principal.
2. If the principal determines that your absence for jury duty would cause a hardship on the school’s work, he will write a letter requesting release. If this request is granted, the principal will provide a copy of notification to you. If it is not accepted, provide a copy of your notice of selection to the principal.
3. The principal is responsible for obtaining a substitute at the school’s expense during your absence.
4. On any given day that your jury or witness responsibilities are completed in time to allow you to be to school for a minimum of two hours, you are expected to do so.
5. Risen Savior will maintain your normal benefits and salary while you serve.
6. Give or have copies sent of your certificates of attendance to your administrator.

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.4.7 – Leave without Pay and Sabbatical Pay \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.5.0 – Anti-Harassment Policy

It is our policy that employees and others acting on Risen Savior Lutheran School’s behalf are entitled to respectful treatment in the workplace. Being respected means being treated honestly and professionally, with your unique talents and perspectives valued. A respectful workplace is about more than compliance with the law. It is a working environment that is free of inappropriate behavior of all kinds. We are committed to providing a workplace in which the dignity of every individual is respected. Each of us should understand that incidents of harassment and inappropriate behavior will not be tolerated at Risen Savior Lutheran School.

Definition of Sexual Harassment

Sexual harassment means unwelcome sexual advances, unwelcome requests for sexual favors, unwelcome physical contact of a sexual nature or unwelcome verbal or physical conduct of a sexual nature. Sexual harassment includes comments directed by a person at another person of the same or opposite gender. Unwelcome verbal or physical conduct of a sexual nature includes but is not limited to the deliberate, repeated making of unsolicited gestures or comments of a sexual nature; the deliberate, repeated display of offensive sexually graphic materials which is not necessary for business purposes; or deliberate verbal or physical conduct of a sexual nature, whether or not repeated, that is sufficiently severe to interfere substantially with an employee’s work performance or to create an intimidating, hostile, or offensive work environment.

Types of Harassing Conduct

Harassment is unwelcome conduct toward an individual because of his or her race, color, sex, age, sexual orientation, religion, national origin, disability, or any other legally protected status, when the conduct creates an intimidating, hostile or offensive work environment that causes work performance to suffer or negatively affects job opportunities. Examples of harassment that may violate the law and will violate this policy include:

1. Verbal or written communications, including electronic, that contain offensive name calling, jokes, slurs, negative stereotyping, or threats. This includes comments or jokes that are distasteful or targeted at individuals or groups based on race, color, sex, age, sexual orientation, religion, national origin, disability, or any other legally protected.
2. Nonverbal conduct, such as staring, leering, and giving inappropriate gifts.
3. Physical conduct, such as assault or unwanted touching that cause fear, physical, or psychological discomfort (i.e. pats, squeezes, touching, punching, pinching, repeatedly brushing up against another’s body, or blocking free movement).
4. Visual images, such as derogatory or offensive pictures, cartoons, drawings, or gestures. Such prohibited images include those in hard copy or electronic form.

Inappropriate Behavior

Our goal is to have a work environment where we all treat each other respectfully and professionally. Any unprofessional or disrespectful behavior, even if it does not rise to the level of “harassment,” interferes with that goal and will not be tolerated. Risen Savior Lutheran School reserves the right to respond to inappropriate behavior even where no one has complained or indicated they have been offended.

How to Report a Violation

Do not assume that Risen Savior Lutheran School is aware of the problem. It is your responsibility to bring your complaints and concerns to our attention so that we can help resolve them. Immediately report suspected violations of this policy to the principal or the Board for School Ministry.

Investigation and Response

If you report a complaint of harassment or inappropriate behavior, we will investigate your concerns. Where there has been a violation of policy, we will take appropriate action to try to avoid future violations. In appropriate cases, disciplinary action (up to and including termination) will be taken against those violating the Anti-Harassment Policy. We will inform parties about the status of reviewing their complaints. To respect the privacy and confidentiality of all people involved, we might not share specific details of the discipline or other actions taken.

Administration Responsibility

The administration is responsible for ensuring that Risen Savior Lutheran School provides a workplace free of harassment and inappropriate behavior and that complaints are handled promptly and effectively. The administration must inform their employees about the policy, promptly investigate allegations of harassment, take appropriate disciplinary action, and take steps to assure retaliation is prohibited.

Retaliation is Prohibited

This policy strictly prohibits any retaliation against an employee or other person who reports a concern about harassment or other inappropriate behavior.

Application

This applies to all employees and to anyone else doing business for or with Risen Savior Lutheran School. This includes volunteers, customers, vendors, suppliers, and contractors. It also applies to all locations and situations where Risen Savior Lutheran School business is conducted and to all Risen Savior Lutheran School-sponsored events.

Legal Reference:

Cross Reference:

Adopted: 1.4.2007

Reviewed: 02.14.2012

Revised: 03.10.2010, 02.14.2012

Contained: Faculty Handbook, BSM Policy Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.7.0 – Continuing Education/Compensation for Called Workers

**I. Prioritizing**

The Board for School Ministry encourages teachers to take full advantage in continuing their education as professional educators. Risen Savior and the Board for School Ministry place the following priority on faculty members (sub points are in no specific order).

1. WELS Certification (if not synodically certified)
2. Credit courses toward:
   1. Wisconsin state teaching licensure or license renewal.
   2. Formal advanced degree program
   3. Formal Certification (Mentoring, technology, etc…)

3. Non-credit Classes or Continuing Education Units

* 1. Workshops
  2. Conferences
  3. Seminars
  4. Misc. Classes
  5. Personal Growth

Risen Savior believes that supporting called workers in continuing their education is valuable and beneficial for the teacher and the school. Risen Savior is committed to assisting each called worker with the costs incurred.

**II. Planning**

The principal and teacher will meet (normally in the spring of each year) to discuss the desires and needs of the teacher in continuing their education in conjunction with school’s future needs. A Continuing Education Plan will be created outlining the teacher’s plan for the upcoming summer and school year. These plans will help the principal and BSM in the budgeting process and assist them in allocating available funds.

If the teacher is beginning WELS certification, a formal advanced degree program, other major program, or state licensure program the principal and teacher will document in writing the specifics of the program and other pertinent information (e.g., the length of the program, financial responsibilities agreed to by each party, classroom implications, time issues, school effect, etc.…) This plan will be presented to the Board for School Ministry.

**III. Cost Reimbursement**

The cost of tuition for classes/workshops will be covered, to the extent possible, by available funds (Title programs, grants, gifts, school budget, etc.…) All parties involved should understand that there is no way to predict the amount and requests for Title and other funding. Risen Savior will pay for the following portion of tuition costs.

* 75% of the tuition for approved classes aimed at WELS certification.
* 50% of the tuition for an approved formal advanced degree program or Wisconsin state teaching licensure or renewal plus a $1000 gift upon completion of an advanced degree.
* 50% of the tuition for a formal certification program.
* $250 minimum reimbursement per budget year for approved for workshops, conferences, and non-credit courses
* All fees, books, and materials are the responsibility of the worker attending the course.

When using Title or other funds it will likely be necessary for the teacher to pay for the class or workshop first and then receive reimbursement from the appropriate agency or school (Refer to the Faculty Handbook for the proper procedure and necessary documents.) Substitute teachers will be paid for by the school pending approval. Substitutes will be arranged for by the principal. If necessary, the BSM holds final approval.

**IV. Compensation**

**Experience**

BSM Policy 4.10.0 – Called Worker Years of Service Policy states, “A called worker receives credit for a ‘year of service’ for any part-time, partial, or full year of called service in the WELS. These years of service will be used in determining salary and for recognizing anniversaries in the ministry.”

A salary matrix is created based on the WELS Compensation Matrix each year. Each year called teachers move down the matrix based on their years of experience in the teaching ministry.

**Responsibility**

Using the Risen Savior salary matrix, called classroom teachers begin in column A. Adjustments based upon responsibility are made for the following positions:

1. Athletic Director – Column B
2. Assistant Principal – Column B
3. Development Director – Column C
4. Dean of Students – Column C
5. Principal – Column D

New or additional positions may also receive additional compensation levels by the BSM.

**Education**

Risen Savior and the Board for School Ministry recognize that an advanced degree or formal certification program has shown a tremendous professional, financial, and personal commitment by the worker and benefits Risen Savior by allowing that worker to offer additional abilities and skills to the school.

In a worker’s yearly salary Risen Savior will compensate called workers additionally for the following approved earned degrees and formal certification programs. A worker’s base salary will be increased by the following percentages. Only one increase per level (i.e. two master’s degrees would be only a 5% increase.) A worker may accumulate each of the three levels.

1. Formal certification program (mentoring, specialist, technology, etc.) – 2%
2. Master’s degree – 5%
3. EdD or PhD – 10%

Any variance from this policy or requests can be made through the principal to the Board for School Ministry.

Legal Reference:

Cross Reference: 4.10.0

Adopted: 11.2005

Reviewed: 02.14.2012

Revised: 02.14.2012

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.8.0 – Grievance Procedure

Risen Savior wishes to provide a comfortable, productive, legal, and ethical work environment. To this end, Risen Savior wants you to bring any grievances you may have about the work place to the attention of the principal and, if necessary, to the Board for School Ministry. In light of these concerns we have instituted the following grievance procedure.

If you feel that there is inappropriate conduct or activity on the part of Risen Savior we request that you bring this concern to the immediate attention of the principal. Please try to approach the principal at a time and place that will allow the principal to properly listen to your concerns. If you have discussed this matter with the principal previously and you do not believe that you have received a sufficient response, we request that you present your concerns to the principal in writing. Please indicate what the problem is, those persons involved in the problem, and any suggested solution you may have to the problem.

If you do not receive a sufficient response to your written complaint within three working days from providing it to the principal, or if the principal is the problem, you should contact the Board for School Ministry. If you consider the matter an emergency, legal, ethical, or safety related use your best judgment to expedite the complaint process. The Board for School Ministry may have a conference with you and the principal or with both of you individually. If the matter is not resolved after that conference, and you believe it still merits attention, it is requested that you immediately place your concerns in writing and bring the matter forward to the Board of Deacons.

It is the purpose of this grievance procedure to help maintain a positive work environment with respect and responsibility towards each other. The grievance procedure is also intended to avoid unnecessary employee claims and company legal exposure. Risen Savior cannot promise that your specific grievance of complaint will result in the action you request or that you will be satisfied with the outcome of the grievance procedure.

Legal Reference:

Cross Reference:

Adopted: 1.4.2007

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.9.0 – Employee Discipline Policy

Employees may be subject to discipline for many reasons, including performance failure, misconduct, inappropriate behavior, and failure to comply with policies such as the Code of Conduct and other policies. This list is not all-inclusive, but simply provides examples of conduct that may result in discipline to be imposed in any given case including, but not limited to, disciplinary actions such as verbal warning, written warning, or suspension, in any order, or termination.

Legal Reference:

Cross Reference:

Adopted: 1.4.2007

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.9.5 – Serious Misconduct \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.10.0 – Called Worker Years of Service Policy

A called worker receives credit for a ‘year of service’ for any part-time, partial, or full year of called service in the WELS. These years of service will be used in determining salary and for recognizing anniversaries in the ministry.

The Board of School Ministry does reserve the right to alter this policy and recognize non-called years of experience in cases they deem necessary.

Risen Savior recognizes called workers in a public manner (e.g. Announcement in church service, bulletin, newsletter, certificate, etc…) for 5-year anniversaries in the ministry (e.g. 5, 10, 15 yrs., etc…). For a called worker’s 25th, 35th, 40th, 45th, and 50th years of service in the public ministry a monetary gift of $10 per year served will be given. A special recognition will also be planned.

Risen Savior will also recognize hired staff members in a public manner for 5-year anniversaries of employment and service at Risen Savior.

Legal Reference:

Cross Reference:

Adopted: 11.2009

Reviewed:

Revised: 10.2010

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.11.0 – Service to Other Organizations \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.12.0 – Conflict of Interest Policy \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.13.0 – Outside Employment of Called Workers \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.14.0 – Computer Use Policy \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.15.0 – Guidelines for Faculty-Student Interaction \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.16.0 – Reimbursement of Legal Costs \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.17.0 – Separation of Employees \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.17.5 – Reduction of Called Workers or Staff \*\*\*DRAFT\*\*\*

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 4.18.0 – Content of and Access to Personnel Files \*\*\*DRAFT\*\*\*

The principal keeps personnel files for each called worker for internal and MPCP compliance purposes. The following items and others deemed pertinent are kept in the personnel files of Risen Savior:

1. Official Call document.
2. Call acceptance letter.
3. Results of criminal background checks.
4. High school diploma/transcripts.
5. College or graduate school diploma/transcripts.
6. State license information (if applicable)
7. Annual statement of salary and benefits.
8. Annual WELS evaluation form.
9. Annual WELS teacher service inventory form.
10. Continuing education plans and principal recommendation letters.
11. Administrative records of observation, teacher performance, and/or teacher discipline.

Access to personnel files:

1. Generally, personnel files are open only to the administrator and the employee.
2. Faculty members may see the content of their file at any time unless they have waived their right of access to certain evaluative or recommendation forms.
3. External access to human resources files of personally identifiable information or other employment related data/information about an individual without written authorization from the employee/individual shall be directed to Records. That office shall release only the following information:
   1. Past or present employment,
   2. Verification of dates of employment, and/or
   3. Position or title.
4. The Board for School Ministry may, by majority vote, may decide to open an employee’s file.
5. Faculty members must be informed of a school board vote to open their personnel file and the reason for doing so.
6. Faculty members may appeal to the Board for School Ministry regarding their official personnel file.

Official personnel files will be kept a minimum of five years following the non-employment of a faculty member.

Legal Reference:

Cross Reference:

Adopted:

Reviewed:

Revised:

Contained: Faculty Handbook

# Section 5 – Administration

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 5.1.0 – Background Checks Policy

Purpose

It is important that the mission of Risen Savior Lutheran School is supported by qualified called workers, employees, and volunteers with a safe and secure environment for all school constituents, including students, visitors, and employees. It is also important that Risen Savior Lutheran School take meaningful actions to protect its funds property and other assets.

Criminal history research can help protect Risen Savior Lutheran School against claims of negligence and reduces the potential of internal theft and fraud. Previous criminal history is the greatest indicator of whether an individual has a propensity for violence, theft, and drug or alcohol abuse. Claims of negligent hiring have been most successful in courts when the employee had a prior history of criminal behavior. Statistics show that 8 out of every 10 individuals who commit crimes are repeat offenders.

This policy is intended to support the verification of credentials, criminal history, credit status, and other information related to personnel decisions that assist Risen Savior Lutheran School in meeting its commitments.

Statement of General Policy

Risen Savior Lutheran School reserves the right to conduct background checks on applicants for employment and current employees at Risen Savior Lutheran School. This is done to ensure that individuals who serve at Risen Savior are well qualified, have a strong potential to be productive and successful, comply with their positions of trust, and have honestly presented their background and qualifications as outlined in the application materials.

It is the policy of Risen Savior Lutheran School that all new staff and specified new hourly employees have certain credentials and criminal and background information verified as a condition of employment.

Risen Savior Lutheran School reserves the right to have specified current employees and called workers with fiscal management responsibility have their criminal and other background information verified as a condition of continued employment.

The request for a criminal history check will be processed by the administration and all records pertaining to criminal background history will be kept in a secured location.

If the criminal history check reveals convictions with the individual disclosed in the application, the administration will review the report and give a summary to the BSM.

Together they will evaluate each conviction, including any additional information that the individual provides, before the offer of employment is confirmed or withdrawn. The existence of a conviction does not automatically disqualify an individual from employment. Relevant considerations may include, but are not limited to, the nature and number of the convictions, their dates, and the relationship that a conviction has to the duties and responsibilities of the position. Any decision to accept or reject and individual with a conviction is at the discretion of the administration and ultimately Risen Savior’s Board for School Ministry.

All related information will be treated as confidential and protected as such.

If unreported convictions are revealed in the criminal history check, the offer of employment will be withdrawn. If employed, the individual will be separated from employment, unless the individual shows that the report is in error. The decision to reject or terminate an individual with an unreported conviction is solely at the discretion of Risen Savior Lutheran School.

In the event that the results of the background check influences a decision to withdraw and employment off or terminate employment, the administration will inform the BSM and the individual.

For all checks/verifications required, the school shall maintain the records indicating the item checked/verified, the name of the personnel completing the check/verification, the date of the check/verification, and the status of the check/verification. These records shall be retained in the personnel file for the respective employee.

All results of criminal and sex and violent offender convictions of issues are considered confidential and will be maintained in confidential files.

National Criminal File PLUS

The search will check over 200 million criminal records covering 50 states. National Criminal File PLYS reports results from multiple criminal record sources, including:

1. Department of Corrections prison/parole, release files.
2. Administrative Office of Courts records.
3. State criminal records repositories.
4. ChoicePoint proprietary criminal record data.
5. Individual county court records.
6. Records from other state agencies
7. Sexual/violent offender registries
8. Verifying a subject’s identity
9. Listing alternate names used by a subject
10. Listing prior known addresses
11. Revealing a history of criminal records associated with alternate names used by a subject.

Individuals with negative criminal record results may be ineligible for employment or volunteer service at Risen Savior Lutheran School

Release to Check Background

If the applicant does not complete the form, or if the results of the investigation are unsatisfactory, an official offer should not be extended.

Disqualification of Employment

An employee or candidate can be disqualified from employment for any of the following reasons:

1. Conviction of a criminal drug offense. Such conviction shall disqualify the person for not less than two years from the most recent date of conviction. Any person convicted of a subsequent criminal drug offense shall be ineligible for employment or re-employment for a period of five years from the most recent date of conviction.
2. Any false statement of material fact in the application materials.
3. Membership, past or present, in an organization advocating the violent overthrow of the government of the United States.
4. Conviction of a felony or a crime involving moral turpitude, unless pardoned.
5. Refusing to submit to a criminal records / background check, reasonable suspicion, random or pre-employment drug testing, as required by the position.
6. Conviction of an act of violence in a previous workplace.

Employee Rights

If the background investigation was used as a basis for an adverse employment decision (selection, disqualification etc…), the applicant or employee must be notified in writing and be allowed to view the investigation report. The administration provides this service to the applicant/employee.

Legal Reference:

Cross Reference:

Adopted: 12.5.2006

Reviewed: 9.7.2011

Revised: 9.7.2011

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 5.2.0 – Student Record Maintenance Policy and Procedures

Risen Savior keeps a student record file for each student enrolled at Risen Savior. This student record includes several parts including the student progress (permanent) record, student temporary record, and previous school records.

Student Progress (Permanent) Record

Risen Savior is required, by law, to keep student progress records. Student progress (permanent) records contain student academic reports (report cards, standardized tests, etc…), immunization records, attendance records, extracurricular records, behavioral records, and basic identifying information. A record release is also part of the student progress record when a student transfers.

Student Temporary Record

Temporary records may include family background information, aptitude tests, teachers’ anecdotal records, discipline information, special education files, verified reports or information from non-educational persons, agencies or organization, psychological evaluations including information on intelligence, personality, and academic information through test administration, observation, or interview, or any other verified information of clear relevance to the education of the student.

Records Maintenance Procedures

When a student enrolls at Risen Savior an official record file will be created. If the student has attended another school the school secretary will issue a request for their prior records. Prior records will be kept in the student’s official file. When past records are received, the school secretary will notify the principal and dean of students of the arrival of the past record and file the past record behind Risen Savior’s student progress record.

Student progress records will be maintained and kept up-to-date beginning with a student’s enrollment at Risen Savior and be located in the school office. At the end of each school year a copy of the student’s report card for students in grades K4-8 will be placed in the student record file. Additionally, achievement test results should be placed following that year’s report card. Finally, a record of each child’s extra-curricular activities will be placed in their progress report folder.

Risen Savior will maintain records for past students, transferred or graduated, for 5 subsequent school years following their enrollment. Past student records are kept in the basement storage room. Five years from the end of a student’s enrollment at Risen Savior a students records will be destroyed.

In the event that Risen Savior Lutheran School ceases to operate, student records will be maintained by Risen Savior Lutheran Church for 5 years on the premises and then destroyed.

Legal Reference: WI 118.125(3), WI ACT 28 Section 2289

Cross Reference:

Adopted: 11.2010

Reviewed:

Revised:

Contained:

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 5.3.0 – Student Record Access, Inspection, and Release Policy

Access to Student Records

School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student’s permanent, temporary, and past records.

School officials will release student records without parent permission pursuant to a valid court order or subpoena presented by local, state, or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.

Student records may be made available to researchers for statistical purposes, provided that permission has been received from the Superintendent of the Department of Public Instruction and no student or parent shall be personally identified from the information released.

Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

If a student is 18 years of age and the student is financially independent of his/her parents, the student may request the parents to be denied access to his/her records. A student who declares him/herself independent of his/her parents must submit such a request in writing to the school.

Student Records Inspection and Release

Risen Savior will release a copy of student progress records or allow inspection upon verbal or written request of the parent or guardian within five business days of the request and will maintain a record log of the request. Requested copies will be made available to the parent and/or guardian of the minor child for pick-up at the school office or via postal service as requested.

Parents or guardians may inspect or request a copy of a student’s record. If a student attains 18 years of age and declares him/herself financially independent they may request a copy of their records or inspect them.

A parent shall have the right to challenge the accuracy, relevance, or propriety of any entry in the student records of his/her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parent and shall state in specific terms what entries in their child’s record are being challenged. The principal shall conduct a conference with the parents within fifteen school days of the receipt of the written challenge. If the parent desires, a formal hearing with the board will be scheduled. If the record is not amended as requested, the parent or guardian has the right to place a statement with the record setting forth his or her view about the contested information.

Legal Reference:

Cross Reference:

Adopted: 11.2010

Reviewed:

Revised:

Contained:

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 5.4.0 – Student Record Transfer Policy, Process, and Procedures

Upon receipt of a record transfer request, Risen Savior will, within 5 working days, transfer a copy of the student progress record and all past records to the requesting school as outlined in WI state statute 118.125(4). Parental permission is no longer required when records are requested by authorized personnel of another school to which a student is transferring (*Family Educational Rights and Privacy Act, Final Rule on Education Records request records. Federal Register, June 1, 1976, Vol. No. 118, Page 24673.*) (34 CFR § 99.31)

When a records transfer request is received the school secretary will notify the principal and dean of students. A copy will be made of all past records and those copies transferred on to the requesting school. Two copies of the transfer request will be made with one being placed in the original progress record file with the date transferred and one placed into the Records Request file.

Legal Reference: WI 118.125(4), WI ACT 28 Section 2289

Cross Reference:

Adopted: 11.2010

Reviewed:

Revised:

Contained:

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 5.5.0 – MPCP Rejection Appeals Process Policy

Under Wisconsin state statute 119.23(6m)(a)(4) all schools in the Milwaukee Parental Choice Program (MPCP) must provide to every MPCP applicant “A copy of the appeals process used if the private school rejects the applicant.” The following is Risen Savior Lutheran School’spolicy to satisfy the requirements of 119.23(6m)(a)(4):

Under 119.23(2)(a) a pupil must reside in the city of Milwaukee and meet the income requirements defined below to qualify for the MPCP:

The pupil is a member of a family that has a total family income that does not exceed an amount equal to 1.75 times the poverty level determined in accordance with criteria established by the director of the federal office of management and budget. A pupil attending a private school under this section whose family income increases may continue to attend a private school under this section if the pupil is a member of a family that has a total family income that does not exceed an amount equal to 2.2 times the poverty level determined in accordance with criteria established by the director of the federal office of management and budget. For purposes of admission to a private school under this section, siblings of pupils attending a private school under this section are subject to the higher income limit. If a pupil attending a private school under this section ceases to attend a private school under this section, the lower income limit applies unless the pupil is a sibling of a pupil attending a private school under this section.” 119.23(3)(a) states that a school must, “Within 60 days after receiving the application…notify the applicant, in writing, whether the application has been accepted.

If the private school rejects an application, the notice shall include the reason. A school may only reject an applicant for not meeting income and residency requirements, or for losing a random selection lottery.

Under Risen Savior’sappeals process, a rejected applicant has five working days from the date of receipt of their notice of rejection to provide written evidence to the school board that the applicant was improperly rejected. The evidence must include income and residency documentation. The principal or school official shall respond to the applicant’s appeal within five working days of receipt of the appeal notifying him or her of the acceptance or rejection of the appeal.

Legal Reference: 119.23(6m)(a)(4)

Cross Reference:

Adopted: 02.2010

Reviewed:

Revised:

Contained: MPCP Required Disclosure Information

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 5.6.0 – MPCP Transfer of Credits Policy

Under Wisconsin state statute 119.23(6m)(a)(8) all schools in the Milwaukee Parental Choice Program (MPCP) must provide to every MPCP applicant “A copy of the policy used by the private school for accepting or denying the transfer of credits earned by a pupil attending the private school under this section for the satisfactory completion of coursework at another school.”

The following is Risen Savior Lutheran School’spolicy adopted to satisfy the requirements of 119.23(6m)(a)(8):

Risen Savior Lutheran Schoolwill consider accepting school credit from other institutions to the extent that coursework at the previous institution is documented and in accordance with Risen Savior’sacademic standards as adopted under 118.30(1g)(a)3. All final determinations for the acceptance or rejection of transfer credits shall be made at the discretion of the school’s principal.

Legal Reference: 119.23(6m)(a)(8)

Cross Reference:

Adopted: 02.2010

Reviewed:

Revised:

Contained: MPCP Required Disclosure Information, School Handbook

# Section 6 – Financial Matters

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 6.1.0 – Non-MPCP Tuition Policy

Tuition for Risen Savior Lutheran School will be equal to the reimbursement rate for the Milwaukee Parental Choice Program (MPCP). For those families who qualify for participation in the MPCP, their tuition will be paid in full. For those families who do not meet the income or residency requirements of the MPCP, their tuition will be billed to them.

For families who do not qualify to participate in the Milwaukee Parental Choice Program, Risen Savior will attempt to help offset the full cost of tuition. It is important that Risen Savior have outside funds to cover any difference between the tuition and the amount charged to each non-MPCP student. If the amount charged is less than the MPCP tuition reimbursement rate and there are no non-MPCP funds to offset that difference, Risen Savior’s DPI auditors will deduct that amount from Risen Savior’s cost of education. This, in some cases, could cause our per pupil cost to drop below the MPCP rate and would result in the returning of some MPCP funds.

The Board for School Ministry will annually determine the non-MPCP tuition rate to be charged based on available funding and financial assistance. The non-MPCP tuition amount will be communicated to parents in the January letter inviting them to apply for enrollment at Risen Savior.

If a family feels that they need further financial assistance they may apply for tuition assistance to the board through the principal using the Risen Savior Tuition Assistance form (Risen Savior Policy 6.1.5).

Legal Reference:

Cross Reference: Risen Savior Policy 6.1.5

Adopted: 11.2010

Reviewed:

Revised:

Contained: Student Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 6.1.5 – Tuition Collection Policy

Amount

Tuition for families who do not qualify for the MPCP will follow the income based sliding scale below.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Poverty Level | | | | | | | | |
| Household Size |  | 220%-250% | | |  | 250%-300% | | |  | 300% & Up |
|  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | $ 22,462 | - | $ 25,525 |  | $ 25,525 | - | $ 30,630 |  | $ 30,630 |
| 2 |  | $ 30,118 | - | $ 34,225 |  | $ 34,225 | - | $ 41,070 |  | $ 40,630 |
| 3 |  | $ 37,774 | - | $ 42,925 |  | $ 42,925 | - | $ 51,510 |  | $ 51,510 |
| 4 |  | $ 45,430 | - | $ 51,625 |  | $ 51,625 | - | $ 61,950 |  | $ 61,950 |
| 5 |  | $ 53,086 | - | $ 60,325 |  | $ 60,325 | - | $ 72,390 |  | $ 72,390 |
| 6 |  | $ 60,742 | - | $ 69,025 |  | $ 60,925 | - | $ 82,830 |  | $ 82,830 |
| 7 |  | $ 68,398 | - | $ 77,725 |  | $ 77,725 | - | $ 93,270 |  | $ 93,270 |
| 8 |  | $ 76,054 | - | $ 86,425 |  | $ 86,425 | - | $ 103,710 |  | $ 103,710 |
|  |  |  |  |  |  |  |  |  |  |  |
| First Child |  |  |  | $ 500 |  |  |  | $ 1,000 |  | $ 1,500 |
| Second Child | | |  | $ 400 |  |  |  | $ 800 |  | $ 1,200 |
| Third + Child(ren) | | |  | $ 300 |  |  |  | $ 600 |  | $ 750 |

Verification of Income

All families, even those not qualifying for the MPCP, fill out the choice forms and verification of their income confirmed.

Notification of Tuition

All families will sign a [*Tuition Notification Form*](../Tuition/Tuition%20Notification%20Form.docx)informing them of their tuition obligation when they enroll. This form will outline the amount they agree to pay in tuition and the monthly payment expected.

Collection

A [letter](../Tuition/2009-2010%20Tuition%20Payment%20Letter.docx) outlining the tuition policy will be enclosed with the first statement.

Statements will be mailed at the end of each month with payment due by the 10th of the following month. If a payment is missed, arrangements must be made with the principal to outline an alternative payment plan. If a payment is missed for two consecutive months the account it is referred to the BSM for review. Families with accounts overdue more than two consecutive months risk the removal of their children.

Tuition Assistance

If a family feels they are financially unable to assume the tuition amount they may petition the BSM using the [*Risen Savior Tuition Assistance Form*](Tuition%20Assitance%20Form.docx) to ask for tuition assistance.

Legal Reference:

Cross Reference:

Adopted: 10.12.2009

Reviewed:

Revised:

Contained: Student Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 6.2.0 – Called Worker Tuition Policy

Risen Savior Lutheran School recognizes the importance of Christian education for all children. Risen Savior will provide enrollment for the children of called workers. There will be no tuition cost applied to these students. It is expected that called workers would apply for any available scholarships or MPCP funds that would be available for their children. Called workers are required to pay all other applicable fees and charges (i.e. uniform costs, field trips, etc…)

Legal Reference:

Cross Reference:

Adopted: 7.16.2006

Reviewed: 9.7.2011 (No changes)

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 6.3.0 – Reimbursement Policy

Employees will be reimbursed for all approved business related expenses upon submission of accurate and receipted expense reports (green sheets.) Employees are requested to submit these reports within ten days to ensure proper accounting and prompt reimbursement.

Legal Reference:

Cross Reference:

Adopted: 12.4.2007

Reviewed:

Revised:

Contained: Faculty Handbook

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 6.4.0 – Donated Funds/Services Policy

There are times when donations, bequests, memorials, grants, or gifts may be made to Risen Savior Lutheran School which may or may not have a specific intention attached to them. In order to lessen confusion as to the acceptance and use of these funds the following policy has been set forth.

Acceptance of Donated Funds/Services

If the principal or development director have concerns regarding the intention of donated funds or services not in keeping with the mission of Risen Savior Lutheran School or with special contingencies unfavorable to Risen Savior (more money needed, etc…) the issue may be brought to the Board for School Ministry and may be rejected by the Board if they deem the acceptance will have a negative impact on Risen Savior’s ministry.

Recording of Donated Funds/Services

Donated funds will be recorded on the Board for School Ministry’s monthly financial statement. Those outside the budget will be recorded separately from the approved budget. Those funds given to help offset budgeted items will be recorded in the BSM budget.

Intent of Donated Funds/Services

Risen Savior Lutheran School will do everything in its power to honor the intent of the donor who has donated funds or services. For this purpose, the following kinds of restricted funds or gifts have been delineated.

1. Budgeted Restricted Use – Funds or grants given where the donor restriction is for budgeted use. These funds are recorded and dispersed within the budget.
   1. Example: Uniforms

1. Outside Budget Restricted Use – Funds or grants given where there is a donor-imposed restriction outside of normal budgeted expenses. These fund are recorded outside of the budget
   1. Example: Hood vent, Civil Rights trip, etc…
2. Unrestricted Support - Revenues or gains from contributions that are not restricted by donors and are either for budgeted or non-budgeted purposes. If non-budgeted, any contribution over $1000 will be brought to the Board for School Ministry by the principal with a recommendation on the gift’s designation. The funds remain a restricted fund until a proper use is determined.
   1. Example: General donation

If the Board for School Ministry is unable or unwilling to use donated funds as designated by the donor, then an attempt will be made to contact the donor to see if redesignation is in keeping with their desires. If it is not, the funds must be returned or used for the donor’s stated purpose.

Legal Reference:

Cross Reference:

Adopted: 8.2010

Reviewed:

Revised:

Contained: BSM Handbook

# Section 7 – Non-instructional Operations

**Risen Savior Lutheran School**

**Board for School Ministry Policy**

## 7.1.0 – School Van Policy

Risen Savior owns and operated two vans to be used for the transportation of students. The following areas are meant to govern the use of those two vans.

**Drivers**

Any person operating a van must be 21 years old and hold a valid driver’s license. Any individual operating a van must have personal automobile insurance. Risen Savior holds an insurance policy through Church Mutual Insurance Company for any person operating the van for school business.

All drivers transporting students must submit to a background check. A driver’s past driving record/criminal record may disqualify them from driving the van for transportation of school children (e.g. two moving violations in two years.) Removing a driver is done by the principal with the approval of the BSM.

**Compensation**

Payment for drivers employed to transport students is determined by route. A route being defined as: In the morning picking up transportation students from their homes and bringing them to school; in the afternoon picking up transportation students from school and bringing them to their homes. Payment amount per route will be reviewed annually.

Other driving (field trips, etc…) will be classified as special event driving and a fair rate will be negotiated by the principal and the driver (including the school’s van driver) taking into consideration length of trip, duration of trip, and the number being transported.

**Legal Requirements**

There are several legal requirements for operating a van that is used to transport students. The Support Services Director is in charge of transportation and makes sure that all legal requirements are met.

1. The Church Mutual insurance policy is displayed, as required by law, in the vans. The Support Services Director will make sure that Church Mutual has an up to date list of all active/approved regular drivers on the insurance policy and a current list of contact people.
2. Inspections are done each year, as required by the Wisconsin DOT rules and regulations as required by the Wisconsin DPI.
3. No more than 9 students may ride in the van at one time.

**Other School and Church Usage**

The primary use of the school vans is for student transportation. During the school year, school use is a priority (specifically for the two white vans.) If there is a need for school or church use (even on the weekends [extra curricular activities]) a request should be made to the Support Services Director who will make sure that there not a scheduling conflict and will communicate with all necessary parties.

**Personal Van Use**

Church Mutual will not pay for damages to the vans or liability incurred when they are not used for official school or church business. No use of the vans for personal use by any employee or member of Risen Savior is permitted.

Legal Reference:

Cross Reference:

Adopted: 2006.01

Reviewed: 2012.02

Revised: 2012.02

Contained:

# Section 8 – Facilities