

Impact AID Hearing

December 21, 2020

Impact AID Hearing

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1. Consolidated Plan Initiative

The Hayward Community School District provides an organizational structure for district school improvement through the use of a Consolidated Plan Team. This team addresses state mandates, local Board of Educational goals, and human/financial resources. Coordination, integration, and collaboration efforts between all stakeholders' support; increased student achievement, safe and healthy schools, professional development, technology integration, and family/community involvement.

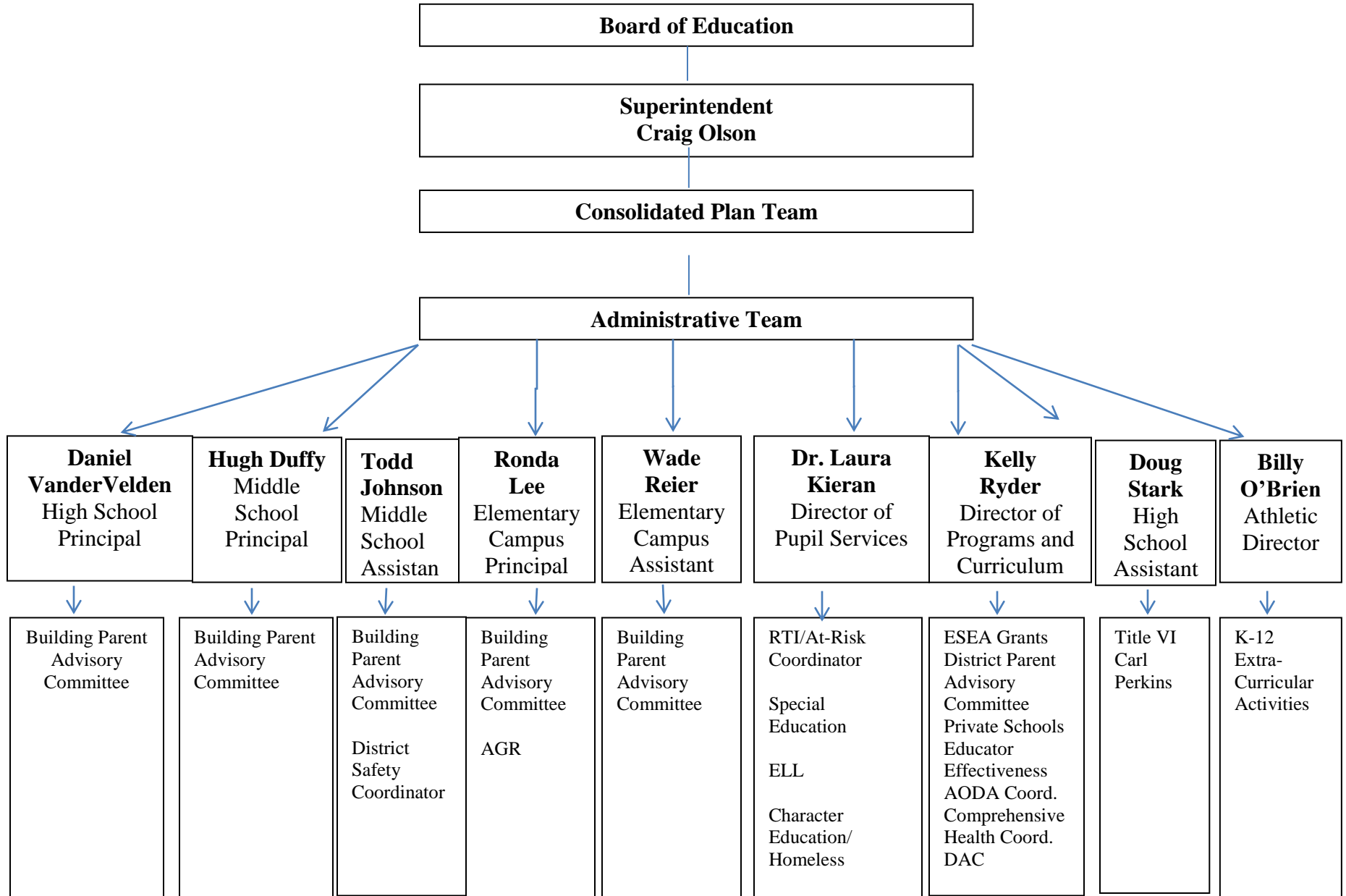
The Consolidated Plan integrates designated federal programs with each other and with existing district improvement initiatives to promote the following:

- Parent/ Community Collaboration
- Student Achievement
- Student Wellness and Safety
- Talent Development

The Consolidated Plan Team makes recommendations and communicates progress regularly to the Board of Education.

Hayward Community School District

Consolidated Plan for School Improvement



2. Hayward Community School District

2020-2021

Total number of students enrolled on 3rd Friday count
September 2020. (2,002 students)

Total number of Native American students enrolled on
3rd Friday count September 2020.
530 students (26% of student population).

3. Title VI – Indian Education Program

TRIBAL, COMMUNITY AND SCHOOL LIAISON

Native American students attending the Hayward Community School District have specialized services available to them through the tribal, community and school coordination program.

There are three Tribal, Community and School Liaisons to provide services to students. One Tribal, Community and School Liaison works with high school students and their families. The second Tribal, Community and School Liaison concentrates on students and their families in grades 6-8. The third Tribal, Community and School Liaison serves students and their families in grades 4K-5.

The Tribal, Community and School Liaisons assist students in any way they can to ensure students resolve school-related difficulties and experience academic success. The Tribal, Community and School Liaisons:

- Assist with attendance and behavior concerns
- Support high educational goals and standards
- Formulate career goals and post-secondary plans
- Develop positive self-concept
- Facilitate referrals to school and community programs
- Foster co-curricular involvement
- Implement student incentive activities
- Promote student success in school
- Work closely with the guidance department staff, parents, teachers, administration, and local social services and legal agencies addressing any additional needs

ACADEMIC TUTORING ASSISTANCE

Three academic tutors help Native American students who are behind grade level in basic skills and/or receiving failing grades in reading and math. The academic tutors work with small groups of students to assist with individual difficulties to improve academic performance.

The basic skill development programs are offered at grades 3-5, grades 6-8, and at the high school level. Title VI and the Johnson O'Malley Program (JOM) collaborate to meet the academic and culture needs of Native American students.

WEB LINK: www.niea.org

JOB DESCRIPTION

TITLE: TRIBAL, COMMUNITY AND SCHOOL LIAISON

QUALIFICATIONS:

1. Associate Degree or two years of college
2. Understanding of LCO Ojibwe Native American culture and active participation in Native American community.
3. Ability to work cooperatively with building administration, parents, and school personnel. Knowledgeable about AODA and at-risk issues.
4. Current Wisconsin driver's license and automobile insurance.
5. DPI Tribal, Community and School Liaison

REPORTS TO: Building Administrator

TERMS OF EMPLOYMENT: As per District Handbook

PERFORMANCE RESPONSIBILITIES:

1. Meet with the building administrator regularly concerning Native American students, report problems and concerns, handle assigned duties and responsibilities as directed by the building administrator.
2. Keep an accurate record of student and parent contacts showing date, location of meeting, reason for meeting, topics covered and how the issue(s) were resolved. Make home visits as needed. Turn in log monthly to the building administrator.
3. Be available to school staff members as a resource for Native American students. Provide necessary support groups for students concerning issues related to Native American situations. Work with the district on health, hygiene, and safety concerns of Native American students.
4. Work with Native American students and school personnel in promoting better communication and understanding amongst school personnel, Native American students and parents.
5. Work in collaboration with the school and outside agencies such as, Sawyer County Department of Human Services and Lac Courte Oreilles Indian Child Welfare in assisting Native American students.
6. Develop yearly goals with the building administrator as related to the job responsibilities of the home school coordinator.

7. Serve as a liaison with students and parents providing support to parents with community resources. Assist in informing parents of the students' performance, behavior, and attendance at school. Assist the district in ensuring daily attendance by the students.
8. Monitor academic and extra-curricular activities of at-risk Native American students. Serve as a resource to students for post-secondary opportunities and resources. Advocate the need of education and good school attendance.
9. Respond to referrals on students from the building administrator, school personnel, and parents. Provide the required follow-up information to the appropriate personnel.
10. Submit all requested and necessary reports. Provide assistance in procuring 506 forms, completing Title VI grant evaluations, needs assessment evaluations, and other related activities.
11. Attend Title VI Parent Advisory Committee meetings, parent teacher conferences, in services, and workshops. Attend other meetings as requested by the building administrator.
12. Assist in planning, organizing, and implementing Native American activities.
13. Work with Johnson O'Malley tutors, school and community programs, and other personnel providing specialized services to Native American students.
14. Conform to the ethics of the classified employee and/or National Education Association. Adhere to and follow the established practices of the district.
15. Perform such other tasks and responsibilities as may be assigned by the building administrator.

JOB DESCRIPTION

TITLE: JOHNSON O'MALLEY TUTOR

QUALIFICATIONS:

1. High school diploma required. College experience preferred.
2. Experience working with students.
3. Ability to work well with supervisors, students, staff members and parents. Demonstrate ability to grasp a variety of academic disciplines and concepts.
4. Ability to work with children experiencing academic difficulties.
5. Knowledge of school curriculum and ability to provide assistance in a number of academic disciplines.
6. Such alternatives as the Board may find appropriate and acceptable.
7. The Tribal Governing Board may amend or modify the qualifications as it deems fit.

REPORTS TO: Principal and or District Administrator

SUPERVISES: Students

TERMS OF EMPLOYMENT: As per agreement with Tribal Council

PERFORMANCE RESPONSIBILITIES:

1. There will be a joint assessment of skills. Hours per week will be based on the school's or district's needs and funds available.
2. Responsible at all times to the teacher whom tutor works with and the principal of the school. The role of the tutor is to assist the teacher, while recognizing that the teacher is legally responsible for the classroom instruction, diagnosing of problems, and prescription of programs, the interpretation of test results and evaluation of progress.
3. Holds all student information in the strictest confidence.
4. Duties of the tutors may be varied depending upon their capabilities and the needs of the school.
5. Required to have a period of formal training in the district concerning the ethics and policies governing the tutor program.
6. Evaluation of tutors will be at least once yearly.
7. Assignment commitments or changes in assignments will be made as early as possible and will be based on the above evaluation.
8. Follows a schedule as mutually agreed upon by teachers and administrators.
9. Makes every effort to support and encourage every other teacher's program, the principal, and other tutors within the school and district.
10. Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
11. Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.

12. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
13. Checks notebooks, drill work, reading aloud, story-telling, corrects papers, and supervises testing and makeup work as assigned.
14. Alerts the teacher about any problem or special information about an individual student.
15. Participates in inservice programs as assigned.
16. Provides academic tutoring to children who may actually or potentially be at risk.
17. Provide remedial assistance with basic skills - specifically reading, mathematics, science, social studies, and language arts.
18. Maintain regular contact with parents or guardians of tutored children including home visits in coordination with other school staff.
19. Meet regularly with classroom teachers of tutored students to keep abreast of course requirements, identify student needs, identify remedial strategies, and monitors and reports progress.
20. Assist where directed in grant preparation. Makes regular reports to evaluate program progress. Conducts end of year project evaluations where applicable.
21. Attend parent-teacher or special conferences or workshops where requested.
22. Serves on committees as directed by the principal or supervisor.
23. Distributes and keeps records of parental cost items.
24. Prepares regular program reports, reports to the various committees.
25. Refers students needing specialized assistance to counselors, AODA personnel, the home/school coordinators, children at risk personnel, EEN services and other school programs.
26. Performs such other tasks and assumes such other responsibilities as the principal or district administrator may assign.
27. Serves as building coordinators for the American Indian Week activities.
28. Prepares regular program reports to the Indian Education Parent Advisory Committee (IEPAC) and attends at least two monthly IEPAC meetings.

HAYWARD COMMUNITY SCHOOL DISTRICT

POLICY 2260.04-Indian Policies and Procedures (IPPs)

It is the intent of the Hayward Community School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Hayward Community School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be revised annually and revisions will be made within ninety (90) days of the determination that requirements are not being adequately met.

Each year, the Board President will designate one Board member to serve as a liaison with the Indian community and attend the Indian Education Parent Advisory Committee meetings and Impact Aid Program meetings on a regular basis. The District Administrator is designated as the official liaison for the district.

The Board of Education encourages Indian involvement in decisions related to the expenditure of federal funds designated for Indian children and those residing on Indian lands. The Impact Aid Program provides money in lieu of local property taxes that could be collected if the land was legally designated as a tax base. The Indian Education Act provides money under Title VII to local school districts for support of Indian Education programs under the guidance of an Advisory Committee.

The Board of Education values the cultural diversity of this community and the special contribution made by Indian people. The Board of Education encourages collaboration with the tribe and recognizes its tribal sovereignty.

The Board of Education is committed to representing throughout the instructional program the importance of this cultural diversity and emphasizing, in particular, the importance of the Ojibwa and all Native Americans. Furthermore, the Board is committed to providing educational programs that identify and address the unique needs of Indian children.

As part of this commitment, the Board not only encourages all members of the community to participate in decision-making which affects the education of their children, the Board seeks the involvement of Indian people.

POLICY 1

Hayward Community School District will disseminate by use of email, mail and hand delivery and make available relevant applications, evaluations, program plans and information related to the district's education program and activities with sufficient advance notice but not later than one week in advance to allow tribal council, tribal members, Indian Education Parent Advisory Committee and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]. Consideration of the tribe's preference of communication will be considered through the monthly Indian Education Parent Advisory Committee (IEPAC) monthly meetings held the second Tuesday of each month at the LCO, the Impact Aid Hearing held the third Monday in December at the LCO Tribal Government Building along with the monthly

school board meetings held the third Monday of each month at the Intermediate School LMC or upon request of the tribal council to meet with the District Superintendent at any time.

PROCEDURE 1:

The Hayward Community School District will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail, email hand deliver and make available to Indian parents, the Indian Education Parent Advisory Committee (IEPAC), and tribal officials a copy of the following documents:

- A. Impact Aid application;
- B. evaluation of all education programs assisted with Impact Aid funds; and
- C. plans for education programs the District intends to initiate or eliminate.

In addition, information regarding these materials will be included on the District's web page, if appropriate.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by posting information about meeting times and locations in the tribal offices, on the district web page, and via email and social media. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting. The Hayward Community School District will take in consideration the tribe's preferred method of communication through the IEPAC monthly meetings held the second Tuesday of each month at the LCO, the Impact Aid Hearing held the third Monday in December at the LCO Tribal Government Building, the monthly school board meetings held the 3rd Monday of each month at the Intermediate School LMC or upon request of the tribal council to meet with the District Administrator.

POLICY 2

The Hayward Community School District will afford an opportunity for the parents of Indian children and tribal officials to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities monthly through the Indian Education Parent Advisory Committee (IEPAC) held the 2nd Tuesday of monthly held at the LCO, the Board of Education Meetings held the third Monday of each month at the Intermediate School LMC, the Impact Aid Hearing held the third Monday in December held at the LCO Tribal Government Building or by calling, mailing, email or make arrangements with the District Administrator to meet in person, or with the Tribal Council.

[34CFR222.94(a)(2)]

- A. The District will notify the tribal officials and parents of Indian Children of the opportunity to submit comments and recommendations, taking consideration of the tribe's preference for the method of communication, the second Tuesday of each month Indian Education Parent Advisory Committee (IEPAC) meetings held at the LCO, the third Monday in December Impact Aid Hearing held at the LCO Tribal Government Building, or the School Board Meetings held the third Monday of each Monday at the Intermediate School LMC; or upon request of the Tribal Council to meet with the District

Administrator, and

- B. The District will modify the method and time for soliciting Indian views, if necessary, to ensure maximum participation of tribal members and parents of Indian children through communication from the Indian Education Parent Advisory Committee (IEPAC) meetings held the second Tuesday of each month at the LCO, the third Monday in December Impact Aid Hearing held at the LCO Tribal Government Building, communication through the School Board Meetings held the third Monday of each month at the Intermediate School LMC, or upon request of the Tribal Council to meet with the District Administrator.

PROCEDURE 2:

The Indian Education Parent Advisory Committee (IEPAC) of the Hayward Community School District will meet the second Tuesday monthly at the LCO, the Regular School Board Meetings that meet the third Monday of each month at the Intermediate School LMC, the Impact Aid Hearing held the third Monday in December at the LCO Tribal Government Building, or upon request of the Tribal Council to meet with the District Administrator for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas will be posted at the Tribal Government Building, and on the school website, and all meetings will be open to the public, allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A school board representative is a non-voting member of the Indian Education Parent Advisory Committee (IEPAC). This representation allows for the discussion of the needs of the students and ideas to be brought forward to both the Indian Education Parent Advisory Committee as well as the School Board.

At each of the monthly meetings of the School Board, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, a public hearing is held the third Monday in December at the LCO Tribal Government Building which is specifically devoted to addressing questions regarding federal programs along with the Indian Education Advisory Committee (IEPAC) held the second Tuesday of each month at the LCO, or upon request of the Tribal Council to meet with the District Administrator. Based upon suggestions of preferred methods of communication, as well as ways to maximize participation from tribal officials, as well as parents of Indian children will be seriously considered.

Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.

The District and Indian Education Parent Advisory Committee (IEPAC) representatives or upon request of the Tribal Council to meet with the District Administrator will schedule meetings and also consider rescheduling meetings along with the preferred methods of communication to maximize participation from tribal officials as well as parents of Indian children to discuss ongoing programming goals.

POLICY 3

The Hayward Community School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

- A. The District will monitor Indian student participation in all academic and co-curricular activities. The district shall annually calculate from its records the ratio of Indian children compared to other children participating in academic and co-curricular programs.
- B. District officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The District will share its assessment of district funding, Indian student participation in extra/co-curricular activities such as athletics, music, club offerings, related academic achievements and other related data with the parents of Indian children and tribal officials by posting at tribal offices and on the District's web page as soon as reasonably possible after such information becomes available, but no later than one week in advance of the meeting. The results will also be discussed at the Impact Aid Hearing the third Monday in December at the Tribal Government Building.
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting held the third Monday of each month at the Intermediate School LMC, Indian Education Parent Advisory Committee (IEPAC) held the second Tuesday of each month at the LCO, or upon request of the Tribal Council to meet with the District Administrator, communicating with the District Administrator by mail, email or in person.
- E. If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board, in consultation with the Indian Education Parent Advisory Committee and tribal officials, will modify its education program in such a way as to improve Indian participation.
- F. Copies of annual reports will be provided to tribal officials and shared as soon as reasonably possible after such information becomes available, but no later than one week in advance of the meeting. The annual report will be made available to the parents of Indian children, Indian Education Parent Advisory Committee (IEPAC), Tribal Council by mail, email, hand delivery with enough time to provide comments, suggestions, feedback at the Annual Impact Aid Hearing held the third Monday in December at the LCO Tribal Government Building or at any Indian Education Parent Advisory Committee held the second Tuesday of each month, or the Board of Education Meetings held the third Monday of each month at the Intermediate School LMC or direct communication with the Tribal Council or District Administrator by mail, email, or in person.

PROCEDURE 3:

The Hayward Community School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's educational programs and activities.

- A. The District will monitor Indian student participation in all academic and co-curricular activities. The district shall annually calculate from its records the ratio of Indian children compared to other children participating in academic and co-curricular programs.
- B. District officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The District will share its assessment of district funding, Indian student participation in extra/co-curricular activities such as athletics, music, club offerings, related academic achievements and other related data with the parents of Indian children and tribal officials by posting at tribal offices and on the District's web page as soon as reasonably possible after such information becomes available, but no later than one week in advance of the meeting. The results will also be discussed at the Impact Aid Hearing the third Monday in December at the Tribal Government Building.
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting held the third Monday of each month at the Intermediate School LMC, Indian Education Parent Advisory Committee (IEPAC) held the second Tuesday of each month at the LCO, or upon request of the Tribal Council to meet with the District Administrator.
- E. If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board, in consultation with the Indian Education Parent Advisory Committee and tribal officials, will modify its education program in such a way as to improve Indian participation.
- F. Copies of annual reports will be provided to tribal officials as soon as reasonably possible after such information becomes available, but no later than one week in advance of the meeting.

POLICY 4

The Hayward Community School District will modify the Indian Policies and Procedures, if necessary, based upon the results of any assessment or input described in this document during the first meeting of each school year of the Indian Education Parent Advisory Committee (IEPAC). [34CFR222.94(a)(4)]. Parents of Indian children, Tribal members may call, email or attend the Indian Education Parent Advisory Committee (IEPAC) or Tribal Council prior to the adoption of the IPPs or attend the Board of Education Meetings held the third Monday of each month at the Intermediate School LMC if revisions are suggested, the changes will be forwarded to the School Board, as well as tribal officials and the parents of Indian children for review and consideration.

The School Board which meets the third Monday of each month at the Intermediate School LMC will review any modifications to the Indian Policies and Procedures recommended by the Indian Education Parent Advisory Committee at its monthly policy committee meeting held the first Monday of each month. The modifications will then be forwarded to the subsequent School

Board meeting held on the third Monday of each month at the Intermediate School LMC of the approved changes and implementation.

Parents of Indian children and tribal officials and the Indian Education Parent Advisory Committee (IEPAC) will be notified within two weeks of the adoption of any changes to the Indian Policies and Procedures by the School Board by posting at tribal offices, District's web page, and the Indian Education Parent Advisory Committee (IEPAC).

PROCEDURE 4:

During the first meeting of each school year of the Indian Education Parent Advisory Committee (IEPAC), the Indian Policies and Procedures will be reviewed and revised, if necessary. If revisions are suggested, the changes will be forwarded to the School Board, as well as tribal officials and the parents of Indian children for review and consideration. If necessary, the Indian Education Parent Advisory Committee may suggest revisions at other times of the year as appropriate. The Indian Education Parent Advisory Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and tribal members; calculate the number of Indian suggestions which were actually implemented; and permit Indian parents and tribal officials to suggest more effective ways of communicating their views.

The School Board will review any modifications to the Indian Policies and Procedures recommended by the Indian Education Parent Advisory Committee at its monthly policy committee meeting held the first Monday of each month. The modifications will then be forwarded to the subsequent School Board meeting held the third Monday of each month.

Parents of Indian children and tribal officials will be notified within two weeks of the adoption of any changes to the Indian Policies and Procedures by the School Board by posting at tribal offices, District's web page, and the Indian Education Parent Advisory Committee (IEPAC).

POLICY 5

The District will respond at least annually in writing to comments and recommendations made by tribal officials or parents of Indian children prior to the submission of Indian Policies and Procedures by the District at the annual Impact Aid Hearing held the third Monday in December at the LCO Tribal Government Building. The meeting will be noticed by posting at area public locations the local newspaper Sawyer County Record, public community communication notices via radio announcements, posting at the Tribal Government building, notice to the Indian Parent Education Advisory Committee (IEPAC), and the District website. Any updates will be made available by mail, email to parents of Indian children and tribal officials along with the Indian Education Parent Advisory Committee (IEPAC) no later than one week prior to the meeting. [34CFR222.94(a)(5)]

PROCEDURE 5:

The District will at least annually respond in writing to comments and recommendations made by the Indian Education Parent Advisory Committee (IEPAC), tribal officials, or parents of Indian children. The responses shall be disseminated to all parties by posting at tribal offices and on the District's web page prior to the submission of the Indian Policies and Procedures by the District.

POLICY 6

The District will provide a copy of the Indian Policies and Procedures annually at the Impact Aid Hearing held the third Monday in December at the LCO Tribal Government Building, mail, email or hand delivery to tribal officials, and mail, email or hand delivery to the Indian Education Parent Advisory Committee (IEPAC). Copies of the Indian Policies and Procedures will be made available to parents of Indian children at the Tribal Government Building along with being available to be sent home with the student by the school or by contacting the school district office or contacting the District Administrator. [34CFR222.94(a)(6)]

PROCEDURE 6:

The District will annually provide a copy of the current Indian Policies and Procedures at the Impact aid Hearing held the third Monday in December at the LCO Tribal Government Building, to tribal officials by mail, email or hand delivery, and mail, email or hand delivery to the Indian Education Parent Advisory Committee (IEPAC). Copies of the Indian Policies and Procedures will be made available to all parents of Indian children at the Tribal Government Building, along with being available to be sent home with the student by the school or by contacting the school district office or contacting the District Administrator.

Reviewed 12/16/19

5. Parent / Community Collaboration



- District Comprehensive School Health Initiative
- District Social Emotional Learning (7 Mindsets)
- Sawyer County Prevention Coalition Network
- District Parent Advisory Committee (PAC: **P**arents **A**ssisting **C**anes)
- District Indian Parent Advisory Committee (IEPAC)
- Building Level Parent Advisory Committees
- Like A Cane Campaign
- CST: Coordinating Committee and School Mental Health
- ACT 31

Parent/Community Collaboration

District Comprehensive School Health Initiative

Our representatives are made up of teachers, guidance counselors, school nurse, school resource officer, Building and Grounds Director, Food Service Director, CSH program coordinator, special education representative, U-W Extension staff, truancy officer, Tribal, Community and School Liaison, representative from Sawyer County Health and Human Services, Northwest Connections Family Resources, Wisconsin Nutrition Education Program, UW-4H, and Sawyer County Youth Services Network. The CSH Committee reviews building level needs assessments and evaluations and makes recommendations for curriculum, student programs, and staff training in the area of safe and healthy schools. The CSH goal is to support the development of healthy, resilient, and successful learners.

District Social Emotional Learning

Our representatives are made up of staff, students, and parents who use a research-based program, 7 Mindsets, as a guide to recommend action plans and student programs to support the District's Social Emotional Learning initiative. Building level plans encourage community service projects, as well as cross-age student projects while promoting the District's Core Values. The Social Emotional Learning goal is to help students become caring, contributing, and responsible citizens.

Sawyer County Prevention Coalition Network

This network is a broad-based community organization made up of representatives from local schools, county agencies, LCO tribal leaders, churches, law enforcement, parents, local organizations, and CESA #12. The mission of the Sawyer County Youth Services Network is to promote healthy lifestyles that will improve the quality of life for all youth in Sawyer County.

District Parent Advisory Committee

This committee provides guidance on the Consolidated Plan for School Improvement, and provides opportunities for communication and parent involvement to support student learning in our schools

For committee meeting times, please see the school website – www.hayward.k12.wi.us.

District Indian Education Parent Advisory Committee (IEPAC)

The Parent Advisory Committee meets monthly for planning and advising the development of programs specifically designed to meet the educational needs of Indian children.

If interested in participating on this committee, contact Doug Stark, Title VI Coordinator, 715-638-9504.

Building Level Parent Advisory Committee

The building level Parent Advisory Committees provide informal opportunities for parents to offer ideas, concerns, and recommendations applicable to the design, implementation, and improvement of building level programs.

The building committees meet once a month with the building level principal. If interested in participating on this committee, contact the building level principal.

Community Committees/Advisory Boards

The Hayward School District provides a liaison on the following community committees/advisory boards:

- Sawyer County Adolescent Health Committee
- Sawyer County Positive Youth Development Network
- Hayward Foundation for Educational Enrichment
- Northwest Connection Family Resources
- Sawyer County University of Wisconsin-Extension
- Sawyer County Prevention Coalition

Culturally Responsive Curriculum

- Culturally Responsive Practices
- Guidelines for Criteria, while Selecting Authentic Books and Materials
- Valuing Diversity

Like A Cane Campaign

Community involvement within the school district is needed to reach our potential and our goals. Involving local businesses in the “Like A Cane Campaign” increases the collaboration between the community and the Hayward School District.

CST Core and School Mental Health

Monthly collaborations including county and private agencies and school employees to improve the services provided to students in a multi-level system of support.

ACT 31

The ACT 31 committee meets regularly for planning and advising the development of programs specifically designed to meet and exceed the requirements of ACT 31.

If interested in participating on this committee, contact Craig Olson, Superintendent 715-634-2619 ext. 9001.

6. Student Achievement



Individualized Computer-based Academic Programs

Math and Reading Interventions

- ~IXL Reading
- ~IXL Math
- ~vMath
- ~Compass learning
- ~ALEKs Math
- ~Number's World
- ~Read Naturally
- ~Read for Real
- ~Successful Reader
- ~Accelerated Reader
- ~Moby Max
- ~iRead
- ~Reading A-Z
- ~Rise and Rise Up

These HCSD programs are from some of the world's leading learning solutions for our student's K-12. This is evidence-based programming. It is proven to raise reading and math achievement by merging brain science, growth mindset, ongoing assessment, professional talent development, and knowledge necessary for school and life.

Students journey through these academic applications with the guidance of our math and reading coaches in our district. These curriculum programs have over 15 years of research and development in place. The HCSD has found these programs to be motivating, engaging and relevant to the 21st century skills students need in order to be successful.

- ~Odysseyware
- ~Dual Credit Courses (WITC, UW-Superior)
- ~1:1 Technology
- ~PALS/STAR Assessments
- ~Standards Based Curriculum
- ~AIMS Web

Home / School Communications

- ~Skyward
- ~District Web Page
- ~Automated Phone System
- ~E-mail
- ~Seesaw
- ~School Social Media Pages (Facebook, Instagram, Twitter)

Programs

Grades

~ ACT 31 Integration	K-12
~ 4K at Primary School	4 Year Olds
~ Guided Reading Instruction	K-5
~ S.M.A.R.T. Program (Boost-Up)	K-2
~ Sound-Field Classroom Amplification	K-2
~ Title I – Opportunities for Student Learning	K-8
~ Title IIA – Quality Teachers	K-12
~Title IV – Student Support and Academic Enrichment	K-12
~Title V – RLIS	K-12
~ AGR – Class Size Reduction	K-3
~ Johnson O’Malley Tutor Program (JOM)	3-12
~ Ojibwe Language Culture Instruction Programs	K-12
~ Wisconsin Academic Standards	6-8
~ Extended Day Programs (GLAC)	3-12
~ Northern Waters Environmental School	6-12
~ Hayward Center for Individual Learning - HACIL Virtual Charter School	K-12
~ Career and Academic Planning (What’s Your Plan)	5-12
~ Achieve Time	6-8
~ WIN Time	K-5
~ MLSS (Multi-Level System of Support)	K-

Odysseyware

This innovative technology-based curriculum provides customized instruction for credit recovery. Hayward High school has aligned the curriculum with the high school coursework in the areas of English, Math, Social Studies, Science, and Health. Students identified at-risk and/or students who have failed a core class, may be given the option to repeat the course through the Odysseyware approved coursework. The Odysseyware course will align with the course credit of a district course.

ODYSSEYWARE is a web-based learning management system that features a media-rich curriculum for our high school students. Administrative and teaching tools give us the solutions and flexibility we need to individualize instruction and manage student data.

WITC Dual Enrollment Technical Diplomas

Construction Essentials Academy-This academy provides the knowledge and skills necessary for job success in the construction industry. Learn the fundamentals of building design, energy efficiency concepts, construction, layout operation, related mathematics, print reading, estimating, and materials of industry. In addition, the program can lead to a two-year technical diploma in Construction and Cabinetmaking.

Financial Services Customer Representative-Learn the basic elements of money management and strategies for building financial security and wealth. Instruction is offered in a combination of in-person and ITV (Interactive Television) right in your high school! Looking for more opportunities? This program is a Career Pathway into Financial Services, a two-year associate degree.

1:1 Technology

The Hayward School District is committed to provide each student the opportunity to be successful. The use of technology is one of the many tools that is used to provide students opportunities for learning. The resources that the technology provides prepares our students for the commitment to life-long learning.

PALS/STAR/AIMSWEB Assessments

These are online assessment tools used to show changes in academic achievement. We use these assessments to make modifications to our instructional strategies to best meet the needs of our individual students.

Wisconsin Academic Standards

The Hayward School District is committed to implementing the Wisconsin Academic standards in Math and English/Language Arts K-12. Our goal is to ensure that every student graduates college and/or career ready.

Home / School Communications

Skyward

In an attempt to improve communications between the Hayward Community School District, parents, and guardians, the district has implemented internet-based access to student information records. With the use of a computer, parents and guardians may access their child's attendance, grades, classroom activities, lunch account, discipline records, and more. This is a great opportunity for parents to stay involved in their child's education. Parents and guardians will also be able to contact and communicate with their child's teacher through their personal email address. This effort is by no means a replacement for parent/teacher conferences or phone calls to teachers. You may access your child's account through Hayward Community School District's web page at www.hayward.k12.wi.us, click on Parent Access; enter your login and password issued by the school.

District Web Page

Hayward Community School District's web page provides a wide variety of information for parents, students and community members. The school web page address is:

www.hayward.k12.wi.us

Automated Phone System

School Messenger is the automated dialing system designed to promote communications between home and school. Although many options for its use exist, the Hayward district uses it primarily to place calls home to verify student absences. Based on the computer generated attendance in the classroom, the system accesses the student's records and generates a list of parents to call. Additionally, the system is utilized by the food service department to inform parents when funds in a student's lunch account falls below a minimum amount.

The automated dialer is programmed to make calls between 5:00 and 9:00 p.m., redialing numbers where no contact has been made.

In the case of an emergency, School Messenger will call all parents using a unique "411 Hayward Schools" ID.

Library, Media & Technology Standards

Under the federal legislation known as No Child Left Behind, all students in grades PK-12 must be prepared with a set of technological skills which will support their post high school plans and enable them to become life-long learners. Specifically, under this legislation, all students, by the end of their eighth-grade year, must be technologically literate.

To address this legislation, the Hayward Community School District has adopted the Wisconsin Standards for Information and Technology Literacy released in 2017. Beginning with our Kindergarten students, a series of activities have been developed to promote yearly growth of our students in the use of technology. Projects have been designed to include library-media and academic skills at each level, including the teaching of digital citizenship.

HCS D ACT 31 Teacher Resource List

Located on HCS D Homepage: STAFF

Culturally Responsive Practices

ACT31 Primary Resources for 11 Sovereign Nations in Wisconsin

DPI American Indian Studies Program

American Indian Studies and Wisconsin Act 31 PowerPoint

Hayward High School Library ACT 31 List

Hayward Middle School Library ACT 31 List

Hayward Intermediate School Library ACT 31 List

Hayward Primary School Library ACT 31 List (Part 1)

Hayward Primary School Library ACT 31 List (Part 2)

Lac Courte Oreilles Ojibwa College Community Library

Guidelines for Selecting Authentic Resources

American Indian ACT 31 Curriculum Alignment Guide

American Indian Education in Wisconsin

Guidelines for Criteria, while Selecting Authentic Books and Materials LIKE A CANE!

Recommendation: Please check to see that the resource meets one of the three criteria

1. Written by a First Nation's author.
2. Published by a First Nation's publishing company.
3. Favorable reviewed by a First Nation's person (who is either an oral traditional scholar or an academic scholar.)

Red Flags

Some Signs of Bias, Stereotyping, Misrepresentation or Appropriate in Literature or Media

Adapted from the First Nations Traveling Resource Center and Oyate

1. Indigenous people are portrayed as caricatures. (Many mascots are examples.)
2. The word "all" is used rather than "some" when talking about indigenous people, or even as tribe. "Many" would even be better than "all". Scholastic book 'IF YOU LIVED WITH THE SIOUX INDIANS' is an example.
3. First Nations people are depicted either as fierce or as "tree huggers". (The movie 'POCHANTAS' would be an example as would 'THE LITTLE HOUSE' series.)
4. White people "save the day". ('AVATAR' would be an example as are most books about Thanksgiving written from a European perspective.)
5. First Nations people are represented as "extinct". (Jane Yolen's 'ENCOUNTER' would be an example.)
6. The customs and culture of one tribe are confused with the customs and culture of another, e.g. Teepees or Totem Poles show up in an Oneida village. (Playskool's Indian Village is an example.)
7. Text is written from a non-native perspective with no evidence of the writer ever having consulted with living members of the tribe represented. (Much of Paul Goble's work falls in this category.)
8. Research is based solely on books, particularly books from a European perspective. ('SKELETON WOMAN' in our collection of "biased books" is an example.)

HAYWARD PRIMARY AND INTERMEDIATE SCHOOLS

“Valuing Diversity”

Native American Classroom Lessons and Activities

All Grades K-5

- *Attend/participate in the annual all school pow wow
- *Second Step Curriculum
- *Ojibwe Culture Class for all students
- *Martin Luther King, Jr. study/theme

Kindergarten

Focus:

“Me” unit of study to develop self awareness, uniqueness and positive self concepts; increase awareness of themselves and others with emphasis on differences in looks, personalities and interests.

English Language Arts Unit 3: Exploring with Friends in the Neighborhood
English Language Arts Unit 4: America: Symbols and Celebrations

Activities:

- *Various books, songs and posters
- *Graphing Project (eye color)
- *Mirror/Self Portrait Project

First Grade

Act 31: Focus “Awareness of Others” unit of study to increase awareness of those around us with emphasis on the differences among people and acceptance of all.

- ELA Unit 5 American Contributions.
- Snowflake project which emphasizes the uniqueness of snowflakes, much like people.
- International Friendship Day-self-portraits are made with acceptance being the topic. (Project completed in art class).
- Various books, songs and posters throughout the year.
- ELA Unit 3: Life Lessons. Swimmy by Leo Lionni
- Unit 4: Diversity of feelings.
- Unit 6: We study different cultures around the world via an assortment of Cinderella books.

Second Grade

Focus:

“Cultural Awareness” unit of study to increase awareness of the Native American culture and the importance of what each race brings to society.

English Language Arts Unit 4: A Long Journey to Freedom
English Language Arts Unit 2: The Wild West

Activities:

- *Various books, songs and posters
- *Weekly Reader –classroom monthly issues provide an ethnic theme throughout the year
- *Introduction to Native American Legends (Tomie DePaola collection)

Third Grade

Focus:

Increase awareness of the Native American cultural traditions in our area with focus on Native American pride in their heritage:

English Language Arts Unit 1: Stories Worth Telling Again and Again

English Language Arts Unit 3: Creative, Inventive and Notable People (NA Biographies)

Activities:

*Various books, poems, songs and posters (Annie and the Old One) (Drums of My Father) (Knots on Counting Rope) (Legend of the Indian Paintbrush) (A-Z Books)

*Reading and discussing culturally diverse fables and legends

*Pow wow participants share their culture through discussions about their regalia

*Snowshoeing

Fourth Grade

Focus:

Increase awareness of all Wisconsin Native American Tribes as a main Social Studies theme in grade 4.

English Language Arts Unit 4: Revolutionaries from the Past

Activities:

The Wisconsin Adventure

*Chapter 2: Earliest Tribes

*Chapter 3: Ho Chunk

*Chapter 4: Other Tribes

*Unified Streaming Video (Native Americans and People of the Forest

*Tribes of Wisconsin worksheet with Indian Lands in Wisconsin – current lands

*Various Wild Ricing discussion/activity/projects/guest speaker (Curtis DeCora)

*Various Calumet Activities

*Indian Relations with French, English and Others during wars (The Wisconsin Adventure)

*Blackhawk War Play read through

*French/Indian War

*Indian Names in Wisconsin

*Discussion of Treaties

*Seasonal Historical Native American Villages:

*Students create an Indian Village representing a specific season, and build wigwams, create background that is representative of season. Near a river or stream in springtime for fish spawn, near a lake in summer/fall for wild ricing, etc.

Fifth Grade

Focus

Increase awareness of Native American tribes throughout the entire United States. This study includes the Eastern Woodlands and Plains Indians as well as the Wisconsin tribes that were in Wisconsin prior to the arrival of the Europeans

English Language Arts Unit 3: Clues to a Culture

“I Can” Statements from Unit 3 that apply:

*I can define Culture

- *I can compare and contrast narrative and informational books about Native American Nations and Pioneers in America
- *I can create a multimedia presentation on a Native American Nation that I am assigned to research (web-quest)
- *I can find similarities and differences in trichster tales from various cultures

Unit 3 Overview:

This unit begins with students collectively defining and discussing the word ‘culture’. Next, students compare nineteenth century America from Ojibwa point of view in a variety of novels. In order to view the similarities and differences across nations, students read trichster stories and informational text: They also listen to music and examine art from a variety of Native American cultures. Class discussions reinforce awareness of how someone’s perspective can affect their view of events and people. This unit ends with an informative/explanatory essay.

Activities:

- *Individual research and reports on the Native American tribes – Web-quest
- *Read and discuss the Native American relationships with explorers, pilgrims, and colonists as the United States was growing and expanding (textbook has a section in each chapter pertaining to this topic)

Art Integration

1st Grade: mask making lesson, students are shown and discuss different masks from different cultures, including Native American.

2nd Grade: Pinch pots, pottery throughout the world and history is discussed, including Native American.

3rd Grade: Navajo sand paintings, and we also do a lesson on weaving in which we discuss different fiber arts and how each culture (including Native American) has its own fiber art history.

4th Grade: Loon’s Necklace lesson and video about Native American legends and clay Aztec sun projects.

5th Grade: Video about pottery from the San Hdefonso Pueblo and then students create their own Navajo designs.

BUILDING WIDE

Middle School Pow Wow
Middle School Rock Your Mocs

HMS ACT 31 ACTIVITIES

6th Grade

Science-Guest speaker comes in and tells the Ojibwe legend of the creation of Earth.

Social Studies – Included in curriculum with westward expansion
Legend of Chief Namekagon

Language Arts – Option when creating courageous character activity, unit on American Indian Boarding Schools.

Math – Using Native American Legends to teach mathematics (problem solving)

Guest Speaker – Mic Isham comes to talk about Ojibwe history and culture in the Spring before the Pow Wow

7th Grade

Objective: Students learn about local Native American plants and animals.

Description: Seventh grade students create a plant ID book which includes the Ojibwa name and use. Students watch the GLIFWC animal ID DVD and learn the importance of salmon and sturgeon to Native Americans.

Objective: Students learn about viruses and diseases and their impact on Native Americans.

Description: Seventh grade students watch and discuss a video that shares information about diseases brought to America by Europeans and its effects on Native Americans.

Objective: To read and understand a story told from different perspectives.

Description: With the Wisconsin academic standards, seventh grade students read a variety of literature from different cultures and compare the lives of the characters to their own.

Objective: Students learn about native cultures from around the world.

Description: While studying the different continents, students select different native cultures to study and share information about the history, importance and impact of those cultures on the rest of the World

Objective: Students compare and contrast Native American tribes in the U.S.

Description: Students will select a Native American tribe in the U.S. to research and then partner up with another student to compare tribes. Students will compare history, culture, lifestyle, etc., of their tribes and present their research in a powerpoint presentation to the class.

8th Grade

Examples of topics used in the classroom to incorporate Native American language and culture.

1. Story Telling a winter activity, once the snow covers the ground.
2. The Moons and Seasons – the Ojibwa moon names, meanings and significance.
3. Roc Your Moc-a celebration of moccasins and bead work.
4. American literature and poetry-selections relating to each unit of study.
5. Word(s) of the Week-selected Ojibwe words and vocabulary.

Hayward High School
ACT 31
Integration Curriculum Update 2013

Art Classes

There are a variety of things to incorporate in other cultures, which include the Lac Courte Oreilles tribe. Projects like basket weaving, paper making, and beadwork teaching lanyards, and leather work and beading in jewelry. There is also an introduction to Inuit sculpture and mask making, and have talked about the Honor the Earth Pow Wow as a form of Regalia, and required students to make their own Regalia. Lastly, a mural project in collaboration with the Ojibwa class and next year (or this year) with Kari Dow (JOM Staff).

English Classes

In American Literature,

--included Native American poems and songs from the pre-colonial period (Teva, Havasupai, and Taos Pueblo cultures)

--included reading, writing, and discussion activities using myths from the Modoc, Onondaga, and Navajo cultures

--included reading and discussion activities involving the Iroquois Constitution

--added biographical material on Hin-Mah-Too-Yah-Lat-Kekht (Chief Joseph), and many excerpts from his speeches. A writing assignment accompanies this lesson as well.

In English 9, there has been an...

--included speech by Chief Dan George called "There is a Longing," which addresses the issue of cultural assimilation vs. cultural preservation.

In English 10, there has been an...

--included reading of a Blackfeet myth called "The Orphan Boy and the Elk Dog" and used it as the basis for a writing assignment and a discussion on such issues as the use of myths in preserving cultural identity, the role of extended family members in Native American culture, and the importance of different values/traits across different cultures.

--novel *When the Legends Die* in the class, which deals with a Native American young man's struggle to find and preserve his identity in speech.

--Adapted the Native American technique of the talking circle to the first speech of the term. This makes it a less confrontational and less stressful experience for Native American speakers, and for speakers who need to start with a more cooperative, less adversarial format.

Native American themed literature in both English 9 and English 10. "A True Diary of a Part Time Indian" is about a Native American teen that leaves the reservation to attend the "white" neighboring school. The author is Sherman Alexie a native American writer and comic. It's very funny and particularly cogent for LCO kids. "When the Legends Die" is about a Native American boy and his struggle to accept his culture and heritage. Both are great books, they are aligned with assessments with benchmarks and standards and all students have really enjoyed them.

-Encourage students to talk about Native culture, events, etc., when writing narratives and other essays.

-Use multiple Native creation stories in American Literature and English 12.

-Encourage Native students to draw upon personal experiences/knowledge when composing their Historical Narrative Research Paper (11th and 12th grade).

-Attempt to connect enduring themes in class literature such as pride, honor, assimilation, etc., with the Native experience.

Family and Consumer Education

Health Occupations:

Cultural Diversity and Medical Beliefs

Human Perspectives:

Family Structures and Cultural Influences

Parenting and Early Childhood Development:

Multi-cultural RealCare Infant Simulators

Apparel, Textile, and Design:

Traditional Dress and Symbolism

Assistant Childcare Teacher:

Multi-cultural Curriculum

Cultural Foods:

Traditional Foods and Food Customs

History Classes

Act 31 lessons are included, but are not limited to the following lesson topics/ideas:

First Americans (Ojibway) Origins, Development, Culture, Religious Beliefs, and Interactions with Spanish, French, English, Americans.

Development of the Original US Northwestern Territory (WI, MN, IL, IN, MI) and the Black Hawk War.

Interaction of Native America Culture with American settlers as the United States continued to expand across the North American continent. As the United States developed over the centuries, we focus on both the creation of treaties between the US and Native Americans (entire US).

During each semester, there are a variety of topics and current events that arise to allow additional discussion and exploration of the local tribes. Examples this school year have been the Wisconsin Legislature “mining bill” that would have an impact on the water source of the Bad River Band of the Lake Superior Chippewa. During tribal election cycles we also explore the differences between the Lac Courte Oreilles tribal council and the state/national elections.

Working with matrices and encryption, there are talks about the code that the Native Americans devised which was unbreakable during WWII.

US History I – Removal of Native Americans to lands west of the Mississippi River as well as various conflicts between the US and tribes.

US History II – Second Great Removal, Indian Re-Organization Act, Wounded Knee Occupation.

Civics – An entire unit on Wisconsin Tribes and Wisconsin Tribal Government.

APUSH and US History to 1890 and 1890+ covers the series of treaties that assigned traditional Ojibwa lands to the federal government, it also covers the struggle for treaty rights using LCO's example, and it covers the Dawes Allotment act and its effects today. Goes over briefly the creation of the Chippewa Flowage.

History of the Lake Superior Chippewa. This course is designed to provide an understanding of the historical, cultural, political, social, and economic impact of American Indian Nations in the state of Wisconsin and the United States. This course will not only explore the history and experiences of the Lake Superior Chippewa, but also will examine and discuss contemporary issues connected to all American Indian peoples of Wisconsin with respect to their histories and cultures. This will use ethno-history to interpret the historical records.

Phy Ed Classes

During Archery Club (W & F 7a) there are discussions about the history of archery in the US. It follows the National curriculum for NASP (National Archery in the Schools Program). Discussions about history, development of equipment based upon native practices, as well as methods and techniques influenced by native practices.

Math Classes

Students' language abilities in an introduction to math as a language. For example, there are talks about what other languages besides English that students know and gather examples of words from another language and their English translations. There are drawing parallels between translating between English and math as languages. Lots of discussion using Ojibwe <-> English translations in making this connections because of the students' knowledge of both languages.

Science Classes

In environmental science discussions about the different cultural views that are present between tribal and non-tribal members when it comes to wildlife management.

Concepts of stewardship of resources in discussion about resource management.

In discussion on food production, discussions about the importance of crop rotation as relates to soil fertility – a practice that Native Americans taught to settlers from Europe for the soil types present in America.

School garden project – last Spring. Growing food is a practice that any ethnic group employs, but it seems to be a topic that Native American students easily connect with.

Explore the History of the Chippewa Flowage and Spear fishing Traditions with DNR integration Speakers.

Additional programming at HHS:

Culturally Responsive Education integrated into Prevention Coalition Initiatives: Meetings fielded by HHS Students. This programming addresses alcohol and tobacco use as well as mental health programming in the community.

Tribal, Community and School Liaisons

The Tribal, Community and School Liaisons help to support Act 31 education in the Hayward School District by offering to be a source for information and a resource to find information that best supports the Hayward School District staff, to better teach the history and culture of the Ojibwa Anishinaabeg, with an emphasis on the Lac Courte Oreilles Band.

The Tribal, Community and School Liaisons are members of the Lac Courte Oreilles Band and can offer the best resource for teachers and staff.

The Tribal, Community and School Liaisons help to present traditional, cultural, and historical activities such as traditional pow-wows, the gathering and making of traditional/cultural foods, the gathering of materials making of traditional/culture tools, and the making of traditional/cultural art and art work to the staff, students and the general community to promote a better understanding of the Ojibwa and Lac Courte Oreilles Anishinaabeg.

JOM Program

This program is funded by the LCO Tribal Government to assist students who are having difficulty in any subject and need support of any kind.

Hayward School District Implements

Hayward 4K

Every four-year-old in the community will have access to a quality early learning experience through collaboration programs between Hayward Community School District and child care facilities. Hayward Primary School provides ½ day 4K Kindergarten Monday-Thursday at no cost to parents. The program is staffed with DPI certified teachers.

A quality four-year-old community program will help close the achievement gap of young children as they begin school, streamline and coordinate services for young children and families, and engage parents and community members in supporting children's learning.

Research shows quality preschool programs help children:

- Build the academic, social, and emotional skills needed to succeed in school
- Overcome learning problems and delinquent behavior as they grow older

The curriculum will focus on language experience, social competence, pre-reading skills, and self-confidence development through active exploratory learning activities.

Guided Reading Instruction Grades K-5

Teachers in grades K-3 use the guided reading teaching approach designed to help individual students learn to process a variety of increasingly challenging texts with understanding and fluency. All teaching in a guided reading lesson is directed toward helping students develop strategies they can use to construct meaning while reading. Guided reading differentiates instruction for each student using leveled books. During guided reading, students read a book the teacher has selected to provide a moderate amount of challenge, and the teacher provides support tackling the necessary problem solving to overcome the difficulties the students may encounter.

To meet the varied instructional reading level needs of all students, 4th and 5th grade teachers implemented the guided reading instruction model to provide opportunities for all students to practice independent reading strategies successfully at their instructional level.

S.M.A.R.T. Boost-Up Program

Boost-Up involves having children participate in fun, motivational activities through a multi-sensory approach to learning. It is designed to develop and enhance the physiological and neurological readiness skills children need to succeed in school. The curriculum consists of activities for developing and/or enhancing children's large muscle skills, fine muscle skill, visual perception, and hand-eye coordination. Some of these activities are spinning, jump roping, hand-eye coordination games, flip-flops, balancing, and rhythmic sequences. Web link: www.themlrc.org

Sound – Field Classroom Amplification Elementary Campus

Sound-field Classroom Amplification System enables every child in a classroom to hear clearly all the speech components of the teacher's voice no matter where a child is seated relative to the teacher's position in the room. Some of the benefits are: The effects of high ambient noise levels are overcome, 30% of children will hear their teacher significantly better, attention and on-task time improve, class interaction and participation increase, classroom stress is lowered, behavior problems are reduced, teacher absenteeism is reduced, academic test scores improve.

A total of 20 classrooms in the primary school are equipped with a Classroom Amplification System. These systems have been highly researched and results have been very positive. The teachers wear a wireless, infrared microphone. The teacher's voice is broadcast as infrared light to an infrared microphone receiver/amplifier that plays it through loudspeakers for the entire class to hear. The amplified teacher's voice overcomes background noise, poor room acoustics and mild hearing loss to make it easier for students to concentrate on what the teacher is saying. We have specifically placed students we feel will benefit from these systems into a classroom equipped with this technology.

Title I - Opportunities for Student Learning

SUMMARY OF TITLE I

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging State academic achievement standards and State academic assessments. Wisconsin has developed a comprehensive set of standards to measure what students need to know and be able to do, and an assessment system to determine to what extent Wisconsin students have met these standards.

Title I provides federal dollars to help supplement educational opportunities for children who live in high poverty areas who are most at risk of failing to meet the state's challenging content and performance standards. There are two types of programs: Targeted Assistance and School wide.

The School Wide Assistance model provides direct service to students with the greatest need for supplemental services while School wide programs deliver services to all students with a continued focus on students with the greatest need. The goal of both program models is to provide supplemental instruction to improve the academic performance of students.

HAYWARD SCHOOLWIDE PROGRAMS

- Hayward Primary School
Classroom teachers provide additional assistance to identified students needing extra help in reading and language arts skills, and math. The Reading and Math Coach provides opportunities for additional intervention using a multi-sensory approach to increase academic performance

- Hayward Intermediate School
Classroom teachers provide additional assistance to identified students needing extra help in reading and language arts, and math. The Reading and Math Coach provides opportunities for tutoring in all subject areas for any student who needs further intervention in order to succeed.
- Hayward Middle School
Classroom teachers provide additional assistance to identified students using research-based effective adolescent literacy and math strategies and programs. The Reading and Math Coach provides opportunities for tutoring in all subject areas for any student who needs further intervention in order to succeed.
- Hayward High School
Classroom teachers provide additional assistance to identified students needing extra help in reading and language arts and math. The Reading and Math Coach provides opportunities for tutoring in all subject areas for any student who needs further intervention in order to succeed.

WEB LINK: <https://dpi.wi.gov/title-i>

Title IIA – Quality Teachers

Title IIA funds support professional development programs providing highly qualified teachers in every classroom K-12. The funds also assist with reduction in class size in the early elementary grades.

Hayward School District integrates District funds, Title IIA funds, Title I funds, and SAGE funds reducing class size in grades K-3 as low as 18:1.

WEB LINK: <https://dpi.wi.gov/title-ii/part-a>

AGR – Class Size Reduction

SAGE funds improve academic achievement through implementation of four strategies:

- 18:1 students-teacher ratio
- family/community involvement
- rigorous curriculum
- staff development and evaluation

Hayward School District integrates District funds, SAGE funds, Title IIA funds, and Title I funds reducing class size in grades K-3 as low as 18:1.

WEB LINK: <https://dpi.wi.gov/sage>

Johnson O'Malley Tutor Program

The Johnson O'Malley Program (JOM) was enacted in April 1934 to meet the specialized and unique educational needs of eligible Indian students. The JOM Program provides supplementary services to Indian students and cannot supplant the regular school program.

Three full-time tutors are employed under this program. Students who are behind grade level in basic skills and/or receiving failing grades in their classes receive tutoring services.

The intent of the program is to remediate difficulties so students can function successfully in their classes. Success of the program will be measured by increased grades, promotion to the next grade level/graduation, the number of subjects passed, improved school attendance, and improve academic performance.

WEB LINK: www.johnsonomalley.com

Ojibwe Language/Culture Instruction

Students in grades K-12 are receiving instruction in the basic concept of the Ojibwe language and culture. Students develop an awareness of fundamental pronunciation, word identification, and usage of vocabulary related to student environment. Students acquire increased knowledge and understanding of the Ojibwe cultural heritage and are able to relate the language to cultural traditions. Some instruction in culturally related arts will also take place.

Native American students comprise 27% of the student body, making language and culture instruction a high priority. The district currently pays the salary and fringe benefits of the language and culture instructors. It is our belief that language and culture instruction promotes a positive self-concept and enhances personal identity and thus positively impacts on the students' academic performance. The language and culture teachers serve as resource persons to the regular classroom teachers, assisting with integrating Ojibwe culture and history into the curriculum.

Top-Rated Standards-Based English Language Arts Curriculum

Teachers are identifying reading strategies for their content areas to support improved student learning and comprehension of content information. Teachers will select effective reading strategies based on the purpose for reading. Teachers are using Ed reports top rated ReadyGen, ELA curriculum, in grades 1-5. This provides students a well-balanced approach to reading and writing instruction for grades 1-5 classrooms.

Extended Day Programs 3-12 (GLAC)

Graduate Like A Cane Program which offers before and after school tutoring in all subject areas.



Northern Waters Environmental School NWES (Charter School)

Hayward School District's newest school, Northern Waters Environmental School (NWES) is designed to take students beyond the four walls of the classroom through projects that explore our community and natural environment. The school is open to 6th-12th grade students. NWES is a full-time school, where students learn all academic subjects - reading, mathematics, science, and social studies- integrated through hands-on projects and field-based inquiry. Students will develop the 21st century skills needed to be successful beyond their school years: collaboration, communication, creativity, and critical thinking.

At NWES, we believe community partnerships are essential to the learning process.



Hayward Center for Individualized Learning HACIL Virtual Education Charter School

The HACIL is a year-round virtual education charter school which functions as a center for the oversight, assistance, and accountability of parents who wish to take charge of formulating and implementing a multi-site-based individual education plan for their child. HACIL Virtual Education Charter School primarily targets home-schooled students in grades K-12.

HACIL students may take up to 2 general education classes per quarter in addition to participation in the Hayward Community School District's co-curricular activities, including sports.

Career and Academic Planning

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

WIN (What I need) and Achieve Time

This is a time designated during the school day that provides differentiated instruction to all students according to their abilities and needs.

7. Student Wellness and Safety



- Alcohol, Tobacco, and Other Drug Abuse (ATODA)-Curriculum Integration Program
- Social Emotional Learning (7 Mindsets)
- Healthy Schools Program Framework of Best Practices
- Children at Risk Program
 - Children-At-Risk - #5461 District Policy
- Education of Homeless Children
- McKinney Act Definition on Homeless
- Community Service Projects
- Anti-Bullying Policies
- Extra-Curricular Activities
- Mental Health Navigator

ATODA Curriculum Goals

1. Adopt attitudes and behaviors regarding Alcohol, Tobacco, and other Drug Abuse (ATODA) issues which lead to a positive self-concept.
2. Develop positive relationships with others. Recognize and effectively assist others with ATODA problems to seek help.
3. Develop decision-making and problem-solving skills concerning the use and abuse of alcohol, tobacco, and other drugs in order to avoid related problems.
4. Develop an awareness of, and tolerance for, individual and cultural differences as they relate to ATODA.
5. Develop an awareness of careers/occupations in the field of ATODA and related to health care areas.
6. Develop strategies for self-care, including peer-refusal skills, coping skills, communication skills, goal setting, and leadership. Support and participate in prevention and intervention programs/activities for ATODA issues in the family, school, and community.
7. Increase knowledge /information about alcohol, tobacco, and other drugs, their wide range of effects, and related risk factors.

Programs:

- ~ K-12 Red Ribbon Week Activities held every October in order to join the nation in efforts to increase awareness of Alcohol, Tobacco, and other Drug abuse issues with students, parents and our community.
- ~ Project Graduation is a program offered by our High School, in which organized, adult-supervised and alcohol-free activities are offered as part of a post-graduation party, as an alternative to student-run events involving alcoholic beverages or other drugs.
- ~ Student Lyceums which promote and inspire healthy substance free lifestyles.

Social Emotional Learning

Hayward Community School District's Core Values are infused across the curriculum in grades K-12. This year the Hayward Community School District is implementing the research-based 7 Mindsets Social Emotional Learning program.

Core Values

Respect.....	To value self, others, property, and diversity.
Responsibility.....	To be accountable for your actions towards yourself, others, and the community.
Honesty.....	To consistently seek and speak the truth.
Compassion.....	To show care and kindness for others.
Fairness.....	Treating people equally and making decisions without favoritism or prejudice.
Citizenship.....	Becoming a productive and contributing member of society.

Healthy Schools Program Framework of Best Practices

The purpose of this program is to create and maintain healthy school and community environments.

The HCSD implements a structure with policies, programs and the infrastructure to support and promote healthy school programming; parental and community involvement; and staff wellness.

These practices include:

- ~ Curriculum for the Wisconsin Standards for Physical and Health Education.
- ~ Community Health Fairs
- ~ Annual District Health assessments using Health Partners
- ~ Annual Action Planning using healthiergeneration.org
- ~ Developmental guidance
- ~ Fit for Life Program
- ~ Universal Free Breakfast Program
- ~ Weekend Kid's Meals

**HAYWARD COMMUNITY SCHOOL DISTRICT
CHILDREN AT RISK OF NOT GRADUATING FROM HIGH SCHOOL
5461**

HAYWARD COMMUNITY SCHOOL DISTRICT

The Board shall establish programs to serve children in the District who are identified as "children at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children at-risk" students as defined below:

Students who are at risk of not graduating high school because they are dropouts or are at least two (2) of the following:

- A. one (1) or more years behind their age group in the number of high school credits attained
- B. two (2) or more years behind their age group in basic skill level (math and reading)
- C. habitually truant
- D. parents
- E. adjudicated delinquents, and
- F. eighth-grade students whose score in each area of the student assessment was below basic level of failing and eighth-grade students that were not promoted to ninth grade

The District shall identify all children at-risk enrolled in the District and assure that a plan is developed for each such student that describes how the District will meet each student's needs. The plan shall be reviewed each year. All programs and services developed for "children at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

RTI Team is responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs, and alternative educational options are made available to all students and at all levels as needed. The Board directs the District Administrator to establish a District specific plan that meets the following criteria:

At-Risk Plan is designed by building administration and student services team which may include an alternative diploma program.

Parent involvement will be actively solicited to improve student success. Community service agencies' participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. An annual report concerning "children at-risk" shall be made to the Board.

Hayward Community School District

Education of Homeless Children

PO5111.01 Homeless Students

Definitions

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing¹, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Services to Homeless Children and Youth

The District will provide services to homeless students that are comparable to other students in the District, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
 - 1. programs for children with disabilities;
 - 2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));

3. programs in career and technical education;
4. programs for gifted and talented students;
5. school nutrition programs; and
6. before - and after-school programs.

The District Administrator will appoint a Liaison for Homeless Children who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. For more information on the role of the Liaison, refer to AG 5111.01.

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

Transportation

The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs will be shared equally.
- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the districts.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, District and Board of Education policies, the District will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, District, or State, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The District ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws. The District will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the District. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2)

the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a homeless child attending preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the District moves to another district that does not provide widely available or universal preschool.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in AG 5111.01, AG 8330, and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Note:¹ According to nonregulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see ED guidance for factors to consider when determining whether a child or youth is living in "substandard housing."

Education for Homeless Children and Youth Programs, Non-Regulatory Guidance, U.S. Department of Education (ED), Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, at A-3 (July 27, 2016).

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Community Service Projects

All students take part in Community Service Projects throughout their K-12 experience at Hayward Community School District (HCSD).

Anti-Bullying Programs

The Hayward School District is committed to providing a safe & healthy environment for each student. Included are our Anti-Bullying and Cyber-Bullying policies. The biggest assistance you can provide the school in regards to bullying is to report any problems you may have right away. We take the issue very seriously and the sooner we know about the issues the sooner we can begin to resolve it.

Stop It app confidentiality online district reporting is available for all students.

Extra-Curricular Activities

The more students are involved in extra-curricular activities, the more likely they will do well in school. The Hayward School District offers a variety of extra-curricular activities for students to participate in. For more information on what activities are offered for your particular child, please talk to the building principal.

Mental Health Navigator

The Hayward Community School, through grant funding, has hired a Mental Health Navigator to connect students and families to community mental health providers as necessary. A mental health referral form is located on Hayward Community School District website.

HAYWARD COMMUNITY SCHOOL DISTRICT
BULLYING OF STUDENTS
5517.01

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Definitions

"Bullying"

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "'Cyberbullying' – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

- 1. cyberbullies more easily hide behind the anonymity that the Internet provides;

2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. hacking into or otherwise gaining access to another’s electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim’s cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as hazing, consult Policy 5516.

Complaint Procedures

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be

documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

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**HAYWARD COMMUNITY SCHOOL DISTRICT
STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
PO7540.03**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene,

constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

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

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The District Administrator or Coordinator of Technology may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The District Administrator or Coordinator of Technology may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to confirm their agreement to abide by the terms and conditions of this policy by signing the District technology use form.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges

suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Coordinator of Technology as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

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8. Talent Development



Talent Development

The HCSD staff meets every month for a half day in-service in order to provide needed training, mentorship and support.

Topics include:

- Trauma Sensitive School Practices
- Culturally Responsive Practices
- CPI-Crisis Prevention Institute
- CPR/AED
- Student Engagement
- Educator Effectiveness
- Curriculum Review
- Safe School Initiatives
- ALICE Training
- State Initiatives
- Technology Training
- District Mentorship Program
- 7 Mind Sets
- Virtual Learning