

[illegible]

Part 2- Investigation & Intervention:

Time and Date of Conference with Victim

Time _____ Date ____/____/____

Victim Comments:

Time and Date of Parent contact of Victim

Time _____ Date ____/____/____

Time and Date of Conference with Bully/Harassing Student

Time _____ Date ____/____/____

Bully/Harassing Student Comments:

Time and Date of Parent contact of Bully/Harassing Student

Time _____ Date ____/____/____

Part 3- Investigative Action:

Level 1: Awareness and Order to Cease (Bullying/Harassment Procedure)

The following student is required to immediately stop all harassment behaviors

Student: _____

Student against whom all harassment must cease: _____

Note: Harassment is defined by the person it is done to, not by the person doing it. Any action that causes the other person to feel threatened, ashamed, put down, afraid, angry, hurt or in any other way upset must stop immediately.

Responding to Harassment/Bullying with Harassment/Bullying is not acceptable. The person who has filed the complaint will be told not to take advantage of the fact that the other person is on Step 1.

While students have rights to freedom of speech, you may not menace or threaten others, invite them to fight, use obscene language, damage a person's reputation, intimidate, or do any other behaviors meant to cause harm.

Description of the Harassment/Bullying that has taken place:

Student/Administrator Conference

Time _____ Date ____/____/____

Interventions _____

Level 2: Confront & Prohibit (Bullying/Harassment Procedure)

Student has been warned that he/she was harassing/bullying another student or students and has failed to cease. A conference with the student and parents present will now take place. An action plan will transpire at the conference to eliminate the harassment/bullying and must be followed.

Date: ____/____/____

Victim : _____

Description of Harassment/Bullying behavior that has occurred.

Conference:

Date of Conference ____/____/____ Time of Conference _____

Parents of the victim and the student accused of bullying/harassment, law enforcement (if necessary), Counselor, social worker (if necessary), and administration will be in attendance.

Action Plan:

Who is Responsible	Action to Be Taken	Timeline

By signing below, I acknowledge that we have a plan to provide a safe learning environment for the person(s) being harassed/bullied and follow the plan.

Student Signature: _____ Date: ____/____/____

Counselor Signature: _____ Date: ____/____/____

Administration Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Level 3: Report & Refer (Bullying/Harassment Procedure)

Student has demonstrated that he/she cannot stop the harassment which has negatively affected the other student(s) ability to be educated.

Date: ____/____/____

Description of the most recent incident.

The administration of Freedom High School/Middle School is recommending that _____(student’s name) be reported to the district administrator of the Freedom School District for further discipline, up to and including expulsion. Attached will be all intervention and actions that have transpired in order to eliminate the harassing/bullying behaviors.

FREEDOM HIGH SCHOOL CITIZENSHIP/RESPONSIBILITY PASS PROGRAM

Citizenship Grade

Freedom High School, as identified in our mission statement, not only desires to provide an atmosphere conducive to high academic learning, we also desire our graduates to develop skills to collaborate and contribute to the local and global community. The latter is directly related to developing good citizens and employable adults. Citizenship is described as those traits that demonstrate a readiness to learn, responsibility, respect, and the ability to form positive interpersonal relationships. Students will receive a score from 1 to 5 as their citizenship grade and the score will be based on the following employability skills:

- Student participates cooperatively and respectfully in groups and collaborative tasks.
- Student completes tasks on time and with maximum effort.
- Student displays honesty and takes direction.

Teachers will score students using the following 1-5 rubric and statements of what this score indicates to a potential employer are provided with the correlating score.

Freedom High School Employability Skills Rubric For Citizenship Grade

SCORE	Employability Skills: Student participates cooperatively and respectfully in groups and collaborative tasks. Student completes tasks on time and with maximum effort. Student displays honesty and takes direction.	What this score indicates to a potential employer
5	*Exemplary work with others in groups, both speaking and listening *Always on time and prepared for class *Always gives maximum effort *Zero tasks incomplete and always represents their best work	This will be an exceptional employee that works well with others and someone that I can count on consistently to complete required tasks accurately and on time. This employee will require very little training to be effective. He/She could be a leader.
4	*Works productively with others *Nearly always on time and prepared for class *Nearly always gives maximum effort *Zero tasks incomplete and almost always represents their best work	This could be a great employee that works well with others and will complete tasks on time. This employee would need only standard training and has potential as a future leader.
3	*Works adequately in groups with others. *Mostly is on time and prepared for class *Mostly gives maximum effort *Few tasks incomplete and most represents their best work	This could be an employee that will do as requested and complete tasks on time. This employee may require additional training to become a leader.
2	*Works with others when required *Sometimes is on time and prepared for class *Occasionally gives maximum effort *Some tasks incomplete and some represents their best work	This could be an employee that will do as requested but may have some difficulties with other employees as well as completing tasks accurately and on time. This employee could require additional training and supervision to be effective.
1	*Has difficulty working with others *Rarely is on time and prepared for class. *Rarely gives maximum effort *Almost all tasks incomplete and few represent their best work	This could be an employee that can be challenging to work with and may create issues in the workplace. All other factors considered, this employee would require supervision or be more suited for a position that did not require peer cooperation.

Significance

While citizenship grades do not appear on transcripts, they will be included on the term (quarter) report cards. If a student has a 3.0 average, or higher, for his/her citizenship they would be eligible for open campus privileges (responsibility pass) as an upperclassman (Junior or Senior). Your cumulative citizenship grade for all 4 terms from your freshmen and sophomore years will be used to determine eligibility for your first term of your junior year. Juniors and seniors will be calculated each term and therefore, not cumulative (always a fresh start each term). If a student were to get a 1 from any of their classes, they would be ineligible for the responsibility pass, regardless of overall GPA. Certain behaviors can lead to an automatic loss of the responsibility pass. Examples would be academic integrity violations, reckless driving, or level 3 or 4 discipline violations.*

The main privilege for upperclassmen is open campus lunch. **If the weather is not conducive for driving, the administration can restrict open campus to walking.**

Responsibility Pass Program

The Responsibility pass program is intended to reward those students whose citizenship grade reflects a tolerant, respectful and mature attitude by affording them:

1. An increased Level of Responsibility for the juniors and seniors in their use of free time. It is intended, through this program, to help students develop a higher level of self-discipline through an extension of freedom and responsibility for the decisions regarding unscheduled time.
2. An opportunity to find positive avenues for career exploration during periods of unscheduled time which will afford individual student benefits.
3. A program offered as a privilege, not a right.

Participating students are expected to show corresponding responsibility by:

1. Setting an example for other students, particularly with regard to behavior patterns in a school and community atmosphere.
2. Following all general school regulations as specified in the student handbook.
3. Using good judgment when conducting themselves in the community and following all ordinances and regulations.

The operational Guidelines of the Responsibility Pass program are as followed:

1. This pass is valid only if the student maintains at least a 3.0 or above Citizenship grade average. Students need to leave for their destination promptly, not to be wandering the halls.
2. Student's RP will be revoked for:
 1. Unexcused absences
 2. Tardies that result in a detention (3 or more in a term)
 3. Academic integrity violations.
 4. Parental request
 5. A student is not eligible for an RP if they receive a citizenship grade of a 1 the previous term.
 6. Serious violations of school or community regulations.

Freedom High School
Application for Responsibility Pass (RP)

Please Note: The RP program is a privilege not a right. It is also up to the parent if they would like their child to participate. The student and parent/guardian must fill out this application to be kept on file in the High School office. By signing, the parent is relieving the Freedom School District of liability during the time the student is not on campus.

Student

Student's Name _____

Grade _____

I have read the conditions of the Responsibility Pass program and understand that the use of the Responsibility Pass is a privilege granted to juniors and seniors. I accept the responsibility for abiding by the guidelines and rules of the program and realize that failure to do so will result in the loss of the Responsibility Pass privileges.

Student Signature _____ Date _____

Parent/Guardian

I understand the commitment that my student has made as a participant in the Responsibility Pass program. My signature below signifies my consent for my student to participate in the Responsibility Pass program.

Parent/Guardian Signature _____ Date _____

Course Change Request Form This form must be used for course change requests. (NOTE: You either have 3A/B or 3C/D, not both)

BLOCK	BLOCK TIME	TERM 1	TERM 2	TERM 3	TERM 4
1 A	8:00 a.m.-8:44 a.m.(Block 1 has courses that are offered as "skimmies" which is split in two on this page).				
1 B	8:47 a.m.-9:31 a.m.				
2 A/B	9:35 a.m.-11:05 a.m.				
1 st Lunch	11:05 a.m.-11:35 a.m.				
3 A/B	11:09 a.m.-12:39 p.m.				
2 nd Lunch	12:39 p.m.-1:09 p.m.				
3 C/D	11:38 a.m.-1:09 p.m.				
4 A/B	1:13 p.m.-2:44 p.m.				
RTI	2:48 p.m.-3:21 p.m.				

Student Name:

Reason for Change:

Grade:

Wisconsin Legislative Council

ACT MEMO



Prepared by: Emily Hicks, Senior Staff Attorney

November 3, 2025

2025 Wisconsin Act 42 [2025 Assembly Bill 2]

Policies Prohibiting the Use of Wireless Communication Devices During Instructional Time in Public Schools

BACKGROUND

Under prior law, a school board was authorized, though not required, to adopt rules prohibiting a student from possessing an electronic communication device while on premises owned or rented by, or under the control of, a public school. If a school board did adopt such rules, it was required to annually provide each student enrolled in the school district with a copy of the rules.

2025 WISCONSIN ACT 42

In place of prior law, 2025 Wisconsin Act 42 requires all public school boards, by July 1, 2026, to adopt a policy that prohibits students from using a wireless communication device, other than a school district-issued device, during instructional time. The policy may include consequences for a student who violates the policy, including confiscating the student's wireless communication device for the remainder of the school day. The act requires that each school board annually provide each student with a copy of the board's wireless communication device policy.

The policy must define "wireless communication device" as a portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, and the policy must specify that a wireless communication device includes a cellular telephone, a tablet computer, a laptop computer, and a gaming device.

Under the act, the policy must include the following exceptions to the prohibition on wireless communication device use:

- In the event of an emergency or perceived threat.
- To manage the student's health care.
- A use included in a student's individualized education program or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.
- A use authorized by a teacher for educational purposes during instructional time.

A school board may adopt a wireless communication device policy that is more restrictive than what is required under the act.

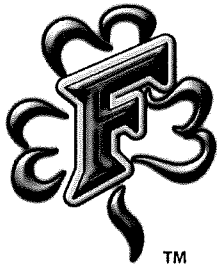
By October 1, 2026, each school board must submit its wireless communication device policy to the Department of Public Instruction (DPI). Additionally, by October 1, 2027, and each October 1 thereafter, each school board must notify DPI whether any changes were made to the previous school year's wireless communication device policy and, if so, submit the updated policy to DPI. Within 14

days of receiving a policy or updated policy, DPI is required to submit the policy to the Office of School Safety in the Department of Justice and the Wisconsin Legislative Council.

Effective date: November 2, 2025

For a full history of the bill, visit the Legislature's [bill history page](#).

EH:jal



FREEDOM AREA SCHOOL DISTRICT

"Excellence Is Not Only Our Goal, It Is Our Tradition"

N4021 County Road E • Freedom WI 54130-7593

Phone: 920-788-7940 • www.freedomschools.k12.wi.us

Dr. Gereon Methner - Principal

Mrs. Alesha Dobbe - Associate Principal

Application for Guest Pass

Instructions:

1. This form must be filled out and returned to the HS Office at least 3 days prior to the event.
2. This form must be filled out and signed by a school administrator for event admittance.
A parent signature is required for all high school attending students.
3. A FHS student may only bring one guest to the FHS event.
4. No middle school students or young adults over the age of 20 will be allowed to attend.
5. No guest tickets will be sold at the event.
6. FHS students must be present with the guest upon entrance to the event.

TO BE FILLED OUT BY FHS STUDENT

Event: _____ Date of Event: _____

FHS Student's Name: _____ Grade: _____

FHS Student's Parent/Guardian Signature: _____

TO BE FILLED OUT BY GUEST OF FHS STUDENT

Guest's Name: _____ Grade: _____

Guest's Birthdate: _____ Present Age: _____

School Attending: _____ School Phone#: _____

Name of Guest's Parent/Guardian: _____

Signature of Parent/Guardian: _____

TO BE FILLED OUT BY GUEST'S ADMINISTRATOR

Please fill out and email back to cwheeler@freedomschools.k12.wi.us Thank you!

Is this student in good standing with your school and able to attend your after school activities?
YES NO

Guest Administrator's Signature: _____ Title: _____

FHS Administrator's Signature: _____ Approved / Denied

Freedom High School

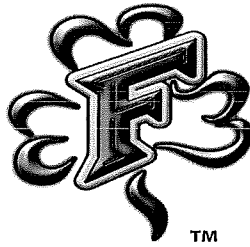
Career Planning and Course Guide

2026-2027



Freedom School District Mission Statement

The mission of the Freedom Area School District is to develop in our youth a continuing desire to learn. To this end, educational programs which fit the appropriate developmental abilities, needs and interests of our students will be provided on an equal basis. With this goal in mind, appropriate academic, cognitive, emotional, physical, social and vocational skills will be developed in our students.



December 2025

Dear Students/Parents:

The 2026-2027 Career Planning and Course Guide has been designed to help you develop and manage your four-year educational program. A review of this publication will reveal the rigor of our academic programs as well as the diversity of the curricular offerings. Our goal is to provide a variety of options that will allow you to individualize a course of study that meets your specific goals and interests.

The FHS Career Planning and Course Guide provides in-depth descriptions for all courses and course levels. Please take the time to review this information, reflect on personal goals, and ultimately, make informed decisions that will positively impact your academic progress.

Freedom High School staff members are committed to providing an educational climate that will allow each and every student the opportunity to achieve his/her highest potential. We encourage you to thoroughly explore the offerings presented and use this FHS Career Planning and Course Guide as a framework for discussions with your parents, teachers, and school counselors. Best wishes for a productive and meaningful school year.

Sincerely,

Gereon Methner

Principal

Registration Process

- Read the information contained in the *Course Book*; and discuss with your parents.
- Consider post graduation plans, academic performance, knowledge of entrance demands of post secondary institutions, the military, apprenticeship, and the world of work.
- Time commitment to extracurricular activities and part-time employment will have a direct bearing on academic load.
- Be certain to take all required classes.
- Know the prerequisites for your class choices.
- Some courses are leveled to increase rigor.
- Choose appropriate course levels based on test results, teacher recommendation, and past class performance.
- Understand what classes are considered an *Academic Credit* - Consult with a School Counselor.
- Check to see if you have the credits required for graduation.
- Every student is advised to enroll in a minimum of 8 credits every year.
- Before selecting a course, read and understand the course description.

FRESHMEN:

- Complete the *Course Selection Sheet* and be sure it is signed by you and your parent(s).
- Return your completed *Course Selection Sheet* to the guidance office.

SOPHOMORE THROUGH SENIORS:

- Counseling Office will present to each grade level and hand out the *Course Selection Sheets*.
- Complete the *Course Selection Sheet* to use as a reference in the course selection process.
- Students will input their courses on scheduled days arranged by the Counseling Office.

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FHS Grading Scale

<u>Letter Grade</u>	<u>Point Value</u>
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
F	0.0

Weighted Courses

Freedom High School has a weighted grading system. Courses that are weighted receive one more letter grade value when configuring GPA. Weighted Courses include:

* All Courses Listed as "AP"

* CAPP Core Classes (UW-Oshkosh)

* CCIHS Core Classes (UW- Green Bay)

* College Core Courses via Early College Credit/Start College Now Programs

**Most Start College Now courses are not weighted in the FHS grading system. The exception is classes that are considered core under the academia of English, Math, Science or Social Studies. Remedial courses in Math or English offered through a Technical College will not be weighted as well.

Summative & Formative Assessment

Grading is based upon key concepts as measurable guides for students to achieve learning targets. Formative assessment evaluates student progress with continuous feedback. Formative assessment accounts for 10% of the student's grade. Summative assessment evaluates student's learning after numerous practice activities. Summative assessment accounts for 90% of the student's grade.

Youth Apprenticeship

*An elective program for high school Juniors and Seniors.

*A combination of academic and technical classroom learning.

*Mentored on-the-job learning, enhanced academic and technical skills that fulfill what Wisconsin's business and educational leaders have deemed as skills for the future.

Mentoring

Junior & Senior students may "mentor" younger students at the Middle or Elementary school levels in an individual or group setting. The students may work with any of the student population, including special education classrooms, traditional classrooms or less structured movement education. This experience is graded on a pass/fail scale with credit earned in accordance with hours completed.

Career Exploration Experience

Second semester seniors may develop their own experience to gain workplace skills and opportunities. Students will individually find their experience and work with the counseling department to establish a schedule and monitor the hours completed to finish the coursework. Workplace professionals will have to confirm the experience and hours with the school. This experience is graded on a pass/fail scale with credit earned in accordance with hours completed.

Early College Credit Program

(University/4-year College credits)

Start College Now Program

(Technical College credits)

High school students will be eligible to take courses at a local Tech College/Univ to earn college credit. Eligible students may be permitted to enroll at one of our

campuses to take one or more courses for which the student may earn high school credit and post-secondary credit.

*Students must have a 2.5 GPA or better in high school. Students must display a level of responsibility and maturity needed to succeed in a college-level course.

*Pre-approved courses that are not available in the FHS curriculum.

*Student admission is contingent on meeting entrance requirements.

*Maximum of 18 credits total.

Process:

1. Approval must be done by March 1st for the fall semester and October 1st for the spring semester by the school board.

2. Students are responsible for submitting completed applications to the FHS Guidance Office.

3. Students and FHS counselors discuss schedule adjustments including travel time between each school. Students should search for courses that fit with their high school schedule.

4. Students must communicate with their school to complete any orientation and scheduling for class(es) to work.

5. Students are expected to maintain a C- grade or better. Grades below a C- will result in student responsibility to pay tuition costs.

6. College courses taken become part of the permanent University/Tech College record and may affect subsequent admission to post-secondary institutions. A poor grade earned through these programs could have a negative impact on a future admissions decision for a student. This grade will be on both a high school and college transcript.

Advanced Standing Credit

Students may take a course at FHS that matches a Fox Valley Tech course. The high school credit is not weighted. If completed with a B- or better, students are eligible to receive advanced standing credit after enrolling at FVTC in which then the course will be marked as completed at FHS on the technical college transcript.

Dual Transcribed Credit

Students may take a course at FHS that earns high school credit and FVTC credit at the same time. The high school credit is not weighted. If completed with a C or better, the student will receive dual transcribed credit. In addition to receiving credit on their high school transcript, they will receive an official technical college transcribed grade from FVTC. The student will need to request the FVTC transcript from them if it is needed.

*Auto Body 1, Auto Body 2,
Metals 3, Basic Interior Design
Nursing Assistant
Intro to Accounting
Intro to Business
Microsoft Office Suite/Publisher
Programmable Logic Controllers
College Technical Math 1A
Quantitative Reasoning, Math with
Business Apps*

Student/Parent Education & Career Conference (SPEC)

Conferencing is a process that involves activities planned and directed by school counselors that assists students in planning, monitoring, and managing their academics, as well as their personal and career development. FASD calls these conferences "SPECs".

*An individual meeting,

approximately 45 minutes, between student, parent, and counselor to discuss future dreams, goals, and careers

*Build a positive dialogue between school and parents

*Share information about student's strengths, interests, abilities, and potential

*Share information and resources available

*Assist students and parents to manage the academic and career planning process

*Identify, plan and evaluate academic and career goals

*Assist students to transition to the next phase of their lives

Freshman SPECs- Summer Conference of all Incoming Freshman (visits are at school or schedule a home visit)
-9th Grade Course Selections
-Graduation Requirements
-Career Assessment & Awareness
-High School Transition

Junior SPECs – Fall Counseling Office conferences for all Juniors
-Student Performance Review
-Career Goals and Plans
-Transcript review
-Junior Checklist
-Future Possibilities & Opportunities
-Additional Resources

Irish Hour

FHS has a time of the day in which students will have 30 minutes of study and/or enrichment opportunities. Students will need to sign in daily with their choices for Irish Hour. Teachers may also assign students to attend their offering for this time.

Response to Intervention

RTI is an acronym for **Response to Intervention**. A thirty minute slot is built into the student's day for any deficiency in a particular **Math and/or English skill**. During this time, students will receive

additional attention they need to gain necessary knowledge and achieve success. The help they receive will be obtained from a teacher skilled in the specific area identified. The teacher will use research based interventions (best practice) to advance the student. Placement for RTI will be determined by a universal screening administered to all of the students. Many students will not be identified in need of interventions and therefore will use this thirty minute block of time for guided study hall and/or enrichment.

Irish Best – Is a discipline system that seeks out positive behaviors that have incentive based rewards for good behavior. Needs based information will focus on areas of concern that will assist in students' behavior that interferes with each student's education.

Testing Information

IREADY

i-Ready is an adaptive assessment and personalized instruction program for freshmen students in the areas of reading and math.

>Grade 9 test in Fall, Winter, & Spring

>Measures growth in reading (phonics, comprehension, vocabulary) and math (number concepts, operations, algebra, geometry)

<https://www.curriculumassociates.com/reviews/assessment>

METHODIZE

Methodize is an online learning platform which provides students a chance to take a practice ACT test and then complete comprehensive lessons to improve understanding. Practice questions and tests include thousands of realistic practice questions with detailed explanations. There is personalized progress tracking where students can monitor their improvement and focus on areas where they need the most practice.

>Grades 10-11 test in the Fall

>Weekly test prep lessons

>Measures progress in Math, Science, English, Reading and Writing.

<https://methodize.methodlearning.com/>

PREACT

The PreACT will provide standards-based reporting — with reporting categories based on the ACT College Readiness Standards — and aligned to the Common Core State Standards.

>Grades 9-10 test in the Spring

>Measures progress in Math, Science, English, Reading and Writing.

<http://www.discoveractaspire.org/>

PSAT

>College bound juniors should take this test in October. Sign up and payment for the test is required.

>The PSAT is linked to various scholarship opportunities including the National Merit Scholarship.

>The results of the PSAT will indicate how a student's verbal and mathematical aptitudes compare with other college bound students nationwide.

<http://www.collegeboard.com/student/testing/psat/>

ACT – American College Testing

>All Juniors are **required** to take the ACT on a designated day chosen by the State of WI in February or March.

> Four year college bound students have the option of submitting ACT scores at this time.

> Tests are offered several times throughout the year with definite registration deadlines and test sites.

> The ACT can be retaken in April and June on a Saturday morning at Freedom High School.

www.actstudent.org

WI FORWARD EXAM

>The exam is designed to gauge how well students are doing in relation to the WI Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready.

>Sophomores are tested in the spring of each school year in Social Studies.

<https://dpi.wi.gov/assessment/forward>

ACCUPLACER – Technical College Placement Test

>Technical College bound students will be required to submit ACCUPLACER scores or ACT scores.

>Tests can be administered at

Freedom High School after acceptance to the school.

> Students should complete a practice test and other prep activities prior to scheduling a test with the counseling office <https://www.accuplacer.org/>

A.P.—Advanced Placement Tests

> College Board test is designed to be taken upon completion of an A.P. course.

> Tests are given in May of the school year.

> Depending on the scores received and the schools which are accepted, the student may be able to obtain college credit.

<http://www.collegeboard.org/>

ASVAB - Armed Services Vocational Aptitude Battery

>Military placement tests are given by a recruiter.

www.military.com/ASVAB

Post Secondary Plans

Throughout the course description book, you will see an increased emphasis on career exploration and development. As you engage in the process of making career decisions, it

is important that you understand the purpose and expectations of the university system, technical college, apprenticeship programs, military, and the world of work.

College and Universities

These are institutions that provide four year degrees. These institutions expect strong skills in these four areas: English, math, social studies, and natural sciences. Foreign language is also recommended.

Requirements: High school diploma, core college preparatory credits, grade point average, class rank, course rigor, and ACT scores. Consideration is also given to co-curricular, volunteer and community activities.

Helpful websites:

<http://www.uwhelp.wisconsin.edu/>

WisconsinPrivateColleges.org

Technical Colleges

The varied programs offer opportunities to learn specialized skills and trades that meet the needs of business and industry. Technical colleges award Associate and Technical Degrees and Certifications. Some courses may transfer to other colleges or universities.

Requirements: High school diploma, ACT or Accuplacer.

www.wtcsystem.edu

www.fvtc.edu www.nwtc.edu

Armed Forces

Recruiters visit regularly to provide up-to-date information. Requirement: High school diploma and ASVAB testing.

www.airforce.com

www.goarmy.com

www.navy.com

www.marines.com

Apprenticeships

Post secondary apprenticeships may be available through sponsorship by a trade professional. It typically includes technical college coursework and on-the-job training.

Requirement: High school diploma or equivalent

<http://dwd.wisconsin.gov/apprenticeship/>

World of Work

Students increase employment options and opportunities by selecting career-related high school courses.

www.wisconsinjobcenter.org

FHS 2027 GRADUATION REQUIREMENTS

Subject Area	Credits
ENGLISH	
1 credit of English 9	
1 credit of English 10	
1 credit of English 11 or CAPP English 101	
1 credit of English 12 or CAPP English 101 or CAPP English 214	4
MATHEMATICS	
1 credit of Algebra 1	
1 credit of Geometry	
1 credit of Algebra 2	3
SCIENCE	
1 credit of Physical Science	
1 credit of Biology	
1 credit of elective science	3
SOCIAL STUDIES	
.5 credit of World Geography	
.5 credit of Civics	
1 credit of US History or 1.5 credits AP US History	
.5 credit of 20 th Century America (unless AP US History is completed)	
.5 credit of elective Social Studies	3
PHYSICAL EDUCATION/HEALTH	
.5 credit of Physical Education 9	
1 credit of elective Physical Education	1.5 PE
.5 credit of Health	0.5 Health
OTHER REQUIRED COURSES	
Financial Planning, or Agribusiness & Personal Finance,	0.5
or CCIHS Finance 182: Intro to Personal Finance	0.75
12.5 credits of electives	12.5
TOTAL CREDITS NEEDED TO GRADUATE	28

SEMESTER LOAD REQUIREMENTS:

All students are advised to be enrolled in a minimum of eight (8) credits per year.

Exceptions to these minimum and maximum credit loads must be cleared through the counseling office. Each student must be enrolled in a class or approved activity each period of each class day.

CREDIT ALLOWANCES:

Term course = 0.5 credit / Two-term course = 1.0 credit / Three-term course = 1.5 credits

Two-term modified block course (45 minutes or "skinny" semester) = .5 credit

OFFICIAL CLASS RANK:

Locks in after 7 semesters (the end of term 2 in the student's graduation year)

Core High School Curriculum

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
YEAR 1	English 9	Algebra 1	Physical Science Ag Science elective	World Geography Civics (Year 1 or Year 2)
YEAR 2	English 10	Geometry Algebra 2	Biology Ag Science elective	Civics (Year 1 or Year 2) Social Studies elective
YEAR 3	English 11 CAPP English 101	Algebra 2 AP PreCalculus or Math 104 AP Statistics Math Elective	Science elective AP Science elective CAPP Science elective Ag Science elective	US History or AP US History AP Social Studies elective Social Studies elective
YEAR 4	English 12 CAPP English 101 CAPP English 214	AP PreCalculus or Math 104 Intro to Calculus AP Calculus or Math 202 AP Statistics Math Electives	Science Elective AP Science elective CAPP Science elective Ag Science elective	20th Century America Social Studies elective AP Social Studies elective

AgriScience

Grades 9 – 10 Course Electives

INTRODUCTION TO AGRISCIENCE 1.0 credit
Intro to Ag is a required prerequisite to all agricultural classes. This course will introduce concepts related to animals, plants, food, natural resources, wildlife and more. Completion of this course will count as a 3rd unit of science as long as the student has taken some combination of Biology/Chemistry/Physical Science for the other two units. (offered every year)

Grades 9 – 12 Course Electives

FORESTRY .5 credit
This course will include information on resource management in the area of forestry and woodlot management. Topics will include tree identification, calculation of tree heights, age and use, lumber quality and grade, management of wooded areas, and land measurement activities. This course will include outdoor labs, work in the school woodlot and other areas around the school. (offered every year)

INTRO TO ANIMAL SCIENCE- ES .5 credit
This course will allow students to develop a baseline knowledge focused on livestock and large animals. This is a required prerequisite for the FVTC Dual Credit Animal Science course, and highly recommended for the Vet Science course. Topics covered include animal welfare, classifications, evaluation, and anatomy & physiology of large animals (offered every year)

INTRODUCTION TO AQUACULTURE .5 credit
This course will introduce the basics of fish production and combine what is learned with many different lab activities and production of fish. (offered every year)

OUTDOOR RECREATION & STEWARDSHIP .5 credit
This course will allow students the chance to learn principles of environmental education in relationship to hands-on stewardship of the land. Topics of class will include county, state, national and international environmental travel; the correct use of GPS units; and examine the history and role of outdoor recreation in WI. Students will be involved in numerous projects including ATV safety certification, snowmobile safety certification, boaters safety, trapper ed, and hunter safety. For anyone who enjoys spending time outdoors, this is the class for you! This course will also address FFA and Supervised Agricultural Experiences. (offered every year)

PLANT SCIENCE- ES .5 credit
The course will also examine the importance of plants to the agricultural industry and the world. Numerous labs will be utilized to enhance students' understanding of plants and plant sciences. (offered every year)

WILDLIFE 1 .5 credit
Focus will be on the various strategies and techniques used in the area of wildlife and natural resource management. Environmental issues and concerns will be covered as students examine the global effect humans have on wildlife and natural resources. (offered 27-28)

WILDLIFE 2 .5 credit
The course will cover more advanced topics in wildlife and habitat management: Also included will be a global look at environmental issues, concerns and energy resources. (offered 26-27)

Grades 10 – 12 Course Electives

ADVANCED AQUACULTURE .5 credit
We will combine classroom and lab activities to advance our study of aquaculture to a more advanced level. This course could include individualized projects of the student's interest and different systems, set-up and design. (offered 27-28)

COMPANION ANIMAL SCIENCE .5 credit
This course will focus on small animals and companion animals such as dogs, cats, etc. Projects will be designed to relate to the individual student's interests in small or companion animals. (offered 27-28)

CONSERVATION & HABITAT MGMT .5 credit
This course introduces land management and developing areas for wildlife and green spaces. We will also focus on the use of ponds in land management and how to manage them for use and as an asset to wildlife. (offered 27-28)

DAIRY & MEAT PROCESSING .5 credit
In this course, students will gain skills related to common food processing procedures; this will focus heavily on meat and dairy processing. Students will also explore skills related to canning fruit and vegetable commodities. This course will introduce concepts of food chemistry within the food processing industry allowing students to make connections across content areas. Major topics to be included are processing and storage of meat products, processing and storage of dairy products, fruit and vegetable canning, and food borne illnesses. (offered 26-27)

DUAL CREDIT ANIMAL SCIENCE .5 credit
Provides fundamental knowledge of the animal science field. Topics include animal health, animal environments, anatomy & physiology, genetics & reproduction, animal feedstuffs, and job-related safety. Students will experience animal concepts through the completion of hands-on activities. This course takes a look at typical agricultural related animals including cattle, swine, sheep, and goats. (There will be a minimum of 2 REQUIRED field trips in order to receive credit through FVTC) (offered every year)

FLORAL DESIGN .5 credit
Throughout this course, students will explore the many diverse landscapes of the floral design industry. Students will have hands-on opportunities to prepare flowers and plants for floral arrangements, prepare arrangements for special occasions, and learn how to manage a floral design business. (offered every year)

FOOD PROCESSING & MARKETING .5 credit
The purpose of this course is to provide students with the ability to process different food substances into edible food products safely based on FDA standards. This course will provide students with an opportunity to use hands-on learning to make and process different food products, develop food labels which include nutritional content and advertise the food product. The major concepts and topics covered include the following: food safety and inspection, processing food products, nutritional concepts of food, product and label development, marketing and advertising. (offered 27-28)

GREENHOUSE MANAGEMENT .5 credit
This hands-on course focuses on greenhouse plants. Significant time will be spent propagating, monitoring, and caring for plants in the greenhouse and hoop house. (offered 26-27)

HORSE SCIENCE .5 credit
This is a basic course that introduces various aspects of equine science from breeds to careers in horse science and from training to feeding the horse properly. (offered 26-27)

HORTICULTURE .5 credit
This beginning course is a study of plants, how they grow and reproduce. Much time will be spent propagating plant cuttings, seedlings, and starting seeds. (offered 27-28)

LANDSCAPE DESIGN .5 credit
This course introduces the basic principles of designing a landscape. We will discuss various categories of plants and shrubs used in landscaping and how to manage them once in the landscape. (offered 26-27)

SOIL SCIENCE AND HYDROPONICS .5 credit
In this course, students will explore growing crops through soil and soilless media. Students will plant, maintain, and harvest a variety of vegetable crops through one of the many available hydroponic systems. The second half of the course will focus on using soil to successfully produce crops. (offered 26-27)

Grade 11 - 12 Course Electives

AGRIBUSINESS & PERSONAL FINANCE .5 credit
This course will focus on all aspects of agribusiness and financial management. Practical applications of financial concepts will be used to enhance students' understanding of these concepts. This would meet the Financial Planning requirement. (offered every year)

AG SALES & MARKETING .5 credit
This course will explore all aspects of sales and marketing strategies and how they are used in agriculture. Students will create ads, products, and commercials to better comprehend these marketing strategies. (offered 27-28)

LEADERSHIP FOR LIFE .5 credit
In this course, students will explore real-life leadership topics such as college and career readiness, scholarships, public speaking, critical thinking, and good citizenship. Students will adapt curriculum to fit individual needs and interests. (offered 26-27)

VETERINARIAN SCIENCE-ES .5 credit
This hands-on course is directed at students looking to explore the area of veterinary medicine or veterinary technician, and helping prepare students for related careers. (offered 26-27)

Art

INTRO TO ART

1 credit

This course is a prerequisite for all other art classes offered through the Art Department. It provides a strong foundation in art fundamentals and gives students experience in a variety of 2D & 3D media.

CERAMICS 1

.5 credit

Prerequisite: Intro to Art

Focuses on different types of hand building techniques and wheel throwing to create functional pottery. Students will experience using high and low fire glazes as well.

CREATIVE ART

.5 credit

Prerequisite: Intro to Art and instructor approval

This art course encourages inclusivity providing a classroom in which students with and without disabilities learn/create projects together.

DIGITAL ART & GRAPHICS 1

.5 credit

Prerequisite: Intro to Art

Students will incorporate art, design, & technology through exploring the basics of Adobe Illustrator.

DRAWING 1 **Prerequisite:** Intro to Art **.5 credit**

Students will explore a variety of drawing techniques through several different media, including pencil, charcoal, ink and pastel.

SCULPTURE 1 **Prerequisite:** Intro to Art **.5 credit**

Students will explore addition and subtraction methods of sculpture. Work will be done in a variety of mediums.

GLASS & FIBERS **Prerequisite:** Intro to Art **.5 credit**

Students will explore new ways to see, use and interpret found objects and fibers. Including collage, screen printing, glass fusing, weaving, wool felting and more.

SILICONE SCULPTING & CASTING 1 **.5 credit**

Prerequisite: Intro to Art

Students will explore a variety of molding, building, and casting methods from the art world.

PAINTING 1 **Prerequisite:** Intro to Art **.5 credit**

Students will explore oil, acrylic, & watercolor painting. A variety of subjects and themes will also be explored.

CERAMICS 2 **Prerequisite:** Intro to Art, Ceramics 1 **.5 cr**

Students further their knowledge on wheel throwing & hand building techniques while creating functional pottery.

DIGITAL ART & GRAPHICS 2:

.5 credit

Prerequisite: Intro Art, Digital 1

Students will expand on their knowledge & understanding from Digital Arts 1.

DRAWING 2

.5 credit

Prerequisite: Intro to Art and Drawing 1

Students will expand their knowledge from Drawing 1 while working on the development of skills and a deeper understanding of what makes a good work of art.

INTRO TO ART FOR JUNIORS & SENIORS **.5 credit**

An accelerated, condensed version of *Intro to Art* designed for juniors & seniors who have not yet met the prerequisite but wish to take an art class. The course covers the same foundational skills in 2D & 3D art.

PAINTING 2 **Prerequisite:** Intro to Art, Painting 1 **.5 credit**

Students will begin to develop their own style while expanding their knowledge from Painting 1.

PAINTING 3 **Prerequisite:** Intro to Art, Painting 1,2 **.5 credit**

This course is for the self motivated painting enthusiasts interested in expanding their techniques & styles.

PHOTOGRAPHY 1 **Prerequisite:** Intro to Art **.5 credit**

Students will be introduced to the basics of photography. Units include compositional techniques, understanding the digital camera, learning how to edit using Adobe Lightroom, traditional black and white darkroom, and stop motion animation. (Gr 10-12)

PHOTOGRAPHY 2 **Prerequisite:** Intro Art, Photo 1 **.5 cr**

Students will further develop their knowledge of digital photography through Adobe Photoshop. In this course students will create an online portfolio.

SCULPTURE 2 **Prerequisite:** Intro to Art, Sculp 1 **.5 credit**

Students will expand on their understanding and knowledge of additive and subtractive sculpture methods in a variety of mediums..

SCULPTURE 3

.5 credit

Prerequisite: Intro to Art, Sculpture 1 & 2

Students will work to further advance their sculpting abilities while working with a variety of mediums. This class is for sculpting enthusiasts who are interested in taking their skills to the next level.

SILICONE SCULPTING & CASTING 2 **.5 credit**

Prerequisite: Silicone Sculpting & Casting 1

This course is a continuation of Mold Making & Casting 1 and focuses on more intense methods.

Business Education

Grade 9 - 12 Course Electives

MICROSOFT OFFICE SUITE

1 credit

This course will give you the skills employers are looking for. Today's business environment is powered by Microsoft Office, not the Google Suite. This course focuses on beginning Word, Excel, PowerPoint, and the basic integration of the components of this integrated Microsoft application. Upon completion of the class, students can take the Microsoft Office certification tests to be certified in Microsoft Word, Excel, and PowerPoint. If students pass the tests they will receive an industry recognized certification called "Microsoft Office Associate". These certifications would look great on a resume and/or scholarship applications. ****Students can earn 2 FVTC transcribed credits per FVTC approval.**

Grade 10 - 12 Course Electives

INTRODUCTION TO ACCOUNTING

1 credit

This course introduces basic concepts and general principles of accounting to non-accounting students. Topics include financial statements, merchandising, accounting for cash, inventory, payroll, budgeting, and accounting software. ****Students can earn 3 FVTC transcribed credits per FVTC approval.**
Recommended as a lead-in to the Accounting A/B course.

Grades 11-12 Courses

FINANCIAL PLANNING (required)

.5 credit

The focus of this course is placed on developing decision-making skills in handling money. Topics include money, banking, checking, savings, budgets, credit, insurance, mortgage loans, investments, retirement and employment. Students will become aware of their responsibility for personal and work-related financial success. The AgriBusiness & Personal Finance course can also fulfill this requirement.

FIN 182: Intro to Personal Finance

.750 credit

The Personal Financial Planning course is designed to provide students across all majors with fundamentals of personal finance. Topic coverage includes cash management (spending plan, "budget"), credit management, insurance protection & purchases, employee benefit analysis & selection, long-term savings & investments, tax planning, and identity theft protection. Participants apply a systematic process that evaluates their personal financial situation, develops goals, and creates a plan to meet their goals. **Students can earn 3 transferable credits from UW-Green Bay on a transcript after completion of the course. In this university level course, books are provided. Approximate cost is \$345 for 3 college credits.**

INTRODUCTION TO MARKETING

1 credit

Students gain a basic understanding of a variety of topics in the field of marketing through the exploration of all aspects of the marketing field. Including, segmentation, product, price, placement, and promotion. This exploration is achieved through the use of our text, Foundations of Marketing 9th edition, in class discussions, in class activities, and assignments. By the end of the course students should have a better understanding of marketing and the potential impact of marketing on their lives, careers, and buying decisions.

INTRODUCTION TO BUSINESS

1 credit

This course provides an overview of the variety of activities in the world of business. It focuses on the responsibilities connected with operating a business from both organizational and managerial viewpoints. It also examines the role of government in business. ****Students can earn 3 FVTC transcribed credits per FVTC approval.**

ACCOUNTING A/B

1 credit

Recommended: Intro to Accounting

This course covers double entry accounting. Part A will cover accounting for a service business organized as a proprietorship or partnership. Topics covered for a proprietorship include: journalizing transactions into debits and credits, posting to a ledger, handling petty cash, creating a worksheet for adjustments, preparing financial statements, and completing the accounting cycle with adjusting and closing entries. Additional topics covered for a partnership include: sales, purchases, cash payments, cash receipts, subsidiary ledgers, and payroll records and taxes. Part B will focus on a merchandising business organized as a corporation. Topics include: the use of special journals, uncollectible accounts, plant assets and depreciation, inventory, notes and interest, accrued revenue and expenses, dividends, and financial statements for a corporation.

****Students can earn the Business Essentials Certificate through FVTC by completing: Microsoft Office, Intro to Accounting, & Intro to Business.**

English

ENGLISH 9

1 credit

English 9 integrates reading, writing, grammar, mechanics, and a thorough study of literary devices. Students will cover a wide variety of genres including, but not limited to, short stories, historical fiction, dystopian fiction, and memoirs.

ENGLISH 10

1 credit

English 10 builds on the language arts foundation provided in English 9. Major areas of concentration include grammar, composition, reading/study skills, speech, and vocabulary-spelling development.

ENGLISH 11

1 credit

English 11 is a U.S. literature and grammar class with assignments in oral communication skills including spelling, punctuation, and literature.

ENGLISH 12

1 credit

English 12 will develop students' writing skills for a variety of purposes, including business, research and argument. Other units of study will include government documents, science fiction, historical fiction and nonfiction.

CAPP ENGLISH 101

1 credit

Prerequisite: Class rank of top 25% OR cumulative GPA of 3.25+ OR ACT 24+ and GPA 2.75+

A writing-based inquiry seminar for university students designed to develop the understanding and skills required to read and write at a college level. This course focuses on writing process strategies and is designed to help students develop analytical writing skills and aptitude in critical editing and proofreading. Coursework includes reading, discussions, journal responses, and essays. This course will further develop research skills in a broader and more developmental manner involving field sources, current print, and internet research.

Students can earn 3 transcribed credits from UW Oshkosh. In this university-level course, books are provided. Approximate cost \$345 for 3 college credits.

Students may opt to enroll in CAPP English 101 for high school only credit and not pay the tuition and not receive the UW-Oshkosh credit.

CAPP ENGLISH 214

1 credit

Prerequisite: Class rank of top 25% OR cumulative GPA of 3.25+ OR ACT 24+ and GPA 2.75+ and Completion of CAPP English 101. A study of American Literature from the Civil War to the present. Writing assignments will be required.

Students can earn 3 transcribed credits from UW Oshkosh. In this university-level course, books are provided. Approximate cost \$345 for 3 college credits.

Students may opt to enroll in CAPP English 214 for high school only credit and not pay the tuition and not receive the UW Oshkosh credit.

Grade 9 - 12 Course Electives

THE HERO'S JOURNEY

.5

credit Students will explore the literary archetype of the Hero's journey. They will study the concept of the mono-myth and how this literary tool reveals surprising parallels between stories and myths from across time and history. The course utilizes various works of literature and films in the curriculum. Students will also write essays and give presentations throughout the course. This course is designed for students whose post-secondary planning includes a four year university.

THE SHORT STORY

.5 credit

Students will read and analyze numerous short stories from a variety of authors and time periods. Reading, writing, and literary analysis will be regular features of this class. This course is designed for students whose post-secondary planning includes a four year university.

Family and Consumer Science

Grade 9 - 12 Course Electives

BAKING FUNDAMENTALS 1 .5 credit

This course will provide students with the opportunity to explore the world of baking. Learn new techniques, the benefits of making things "from scratch", the importance of selecting the correct ingredients and the nutritional benefits of those ingredients. Topics will include baking terminology, tool and equipment use, and the functions of ingredients. Baking is an art with both personal and professional career opportunities.

CHILD DEVELOPMENT .5 credit

If you are considering a career working with children or are planning to become a parent one day, Child Development is a class to help you achieve these goals. This class emphasizes the responsibilities parents, caregivers, family members, and those working with children have to provide a loving, caring, stimulating, and safe environment for children. Students will learn about human growth and development, from prenatal development to school age, parenting skills and methods to enhance development and how to provide a loving environment for children to grow and thrive in. Activities will also include instruction and certification in CPR/AED/First Aid and participation in a reality based infant simulation experience or alternate assignment.

DECORATING, DESIGN AND SEWING .5 credit

Decorating, Design and Sewing is a class that will provide students with the knowledge and skills of basic design principles as they apply to clothing and home design and decorating. The class will include information from basic sewing skills to home decorating and planning. Projects will be made with the application of these skills. Project cost will be the responsibility of the student. (offered 26-27)

FOODS 1 .5 credit

This course is an opportunity for students to explore the basic concepts of cooking and the chance to try a variety of foods and share their family recipes. Students will discuss how food choices are affected by nutrition, tradition, marketing, media and cost. Students will also learn the fundamentals of cooking, planning and preparation of a variety of foods with food safety, health, nutrition and budget in mind.

RELATIONSHIPS .5 credit

This course is designed to assist students in getting along better with others as they develop skills for successful relationships in personal and professional

aspects of their lives. Topics covered include communications, healthy expressions of emotions, anger and anger management, self-esteem, character and the development of long term relationships.

SEWING BASICS AND BEYOND .5 credit

This class is designed for students interested in sewing for personal or professional reasons. Professionally, sewing skills are beneficial if considering careers in fashion design, interior design or theater. Personally, sewing skills are beneficial in developing your own creative talents whether it is sewing your own clothes or items to use in your home. With the skills of sewing you are able to create items that are truly your own. This class will teach fabric selection, sewing equipment and tools, and use of the sewing machine. Project costs will be the responsibility of the student. (offered 27-28)

Grade 10 - 12 Course Electives

BAKING FUNDAMENTALS 2 .5 credit

Prerequisite: Baking Fundamentals 1

This course is a continuation of Baking Fundamentals 1 with an opportunity to pursue different techniques, principles and recipes related to baking. The art of baking provides opportunities for self expression, exploration of new foods as well personal and professional opportunities. (offered 27-28)

BASIC INTERIOR DESIGN .5 credit

Are you interested in design? Are you thinking about a career in the area of interior design? Basic Interior Design is an introductory course offered with FVTC that is part of their Interior Design Program. This class provides the basics you would need to explore the possibility of a career in interior design whether you are interested in residential or commercial design, or for your own personal interest. Topics covered include: flooring, windows and window treatments, wall covering, lighting, furniture and woods, and house styles. **FVTC dual/transcripted credit may be available per FVTC approval.**

CONTEMPORARY PRACTICES IN HEALTH CARE **(prerequisite for Nursing Assistant Course) .5 credit**

This course introduces the culture of healthcare for students interested in working in various health care settings. Students will examine professionalism, interpersonal and written communication skills, problem-solving skills, patient privacy and confidentiality, and cultural and diversity awareness in the field of healthcare. Guest speakers and career exploration experiences will also be a part of this course.

FOODS 2**.5 credit****Prerequisite:** Foods 1

Students build on the fundamentals learned in Foods 1. Students will prepare foods using skills and techniques learned previously as well as developing more advanced food preparation skills. This class will also focus on how food affects your life, health, and general well being.

Grade 11 - 12 Course Electives**LIFE ON YOUR OWN****.5 credit**

Are you getting ready to move out on your own? Going away to school or joining the military? Life On Your Own class will give you the opportunity and the tools to make a successful transition to a more independent lifestyle. This class will provide you with the "know how" to succeed and survive on your own. Topics will include the basics of nutrition and food preparation skills, sewing skills, care and maintenance of clothing, choosing and maintaining a comfortable living environment, wise consumer practices and how to get along with others.

NURSING ASSISTANT**.75 credit****prerequisite:** Contemporary Practices in Health Care

This course is offered to junior or senior students interested in becoming a Certified Nursing Assistant (CNA) or planning to go into a health care occupation. This course is offered in cooperation with FVTC.

Eligibility for certification requires successful completion of a content course exam, approximately 30 hours lab experience at FVTC, approximately 50 hours of clinical experience and passing the final state exam. Students are responsible for the application fee, cost of clothing & equipment required for lab/clinical, and cost of the final state exam. Class is limited to 8 students and preference will be given to Seniors. **FVTC dual/transcripted credit available per FVTC approval.** **FVTC application fee approximately \$75.**

Foreign Language

SPANISH 1

1 credit

Recommended: B or better in MS Spanish, C or better in MS English Language classes or teacher recommendation.

Students will learn to write simple sentences, read texts in the present tense, understand questions in Spanish and respond appropriately. Spanish 1 students also begin to learn about the different Hispanic cultures throughout the world.

SPANISH 2

1 credit

Prerequisite: "C" or better in Spanish 1

Students in Spanish 2 will go beyond the Introductory Spanish 1 lessons and learn to form complex statements, both in written and oral formats. The students will also learn to use the past tense to relate stories and events. By the end of Spanish 2 students will possess the skills necessary to handle simple survival tasks in a Spanish-speaking country.

COOKING IN SPANISH

.5 credit

Prerequisite: Spanish 2

Supplement your Spanish skills through cooking! We will use ingredients and recipes to learn about history, culture, and language; comparing and contrasting different Spanish-speaking countries and regions. Successful completion of this course along with Medical/Business Spanish is counted as a 3rd year of Foreign Language.

MEDICAL/BUSINESS SPANISH

.5 credit

Prerequisite: Spanish 2

Students will receive instruction in Spanish interpretation, including interviewing skills, cultural cues and vocabulary relevant to the medical and business fields. The nature of this class is to prepare a native English speaker to communicate *verbally* in Spanish in a variety of settings. The class requires students to interview someone that works with Spanish-speakers and report back to class. *This class is conducted primarily in English.* Successful completion of this course along with Cooking in Spanish is counted as a 3rd year of Foreign Language.

SPANISH 3

1 credit

Prerequisite: Spanish 2

Past grammar and vocabulary will be reviewed, and more complex grammar and vocabulary structures will be introduced. Students can expect to learn new tenses, as well as conduct short conversations and write compositions in the target language. Culture will be studied through the celebration of various holidays, constructing piñatas, cooking authentic food, reading children's books in Spanish, and watching Spanish

videos. Upon completion of Spanish 3 students should be able to enter a 2nd or 3rd semester college Spanish course and/or retroactively receive college credits for the previous semester(s).

CONVERSATIONAL SPANISH

.5 credit

Prerequisite: Spanish 2

The focus of this class is conversation, and the topics range from historical events to current events and from comparisons of lifestyles in the United States to those in Europe and Latin America. Communication skills will be broadened as well as knowledge of art, history, geography, slang and popular culture. *This class is conducted entirely in Spanish.*

SPANISH 4 (offered Fall only)

1 credit

Prerequisite: Spanish 3

Students will continue to expand their vocabulary base and strengthen their speaking, listening, reading and writing skills. Real life Spanish and college readiness will be emphasized. Students will watch television shows, read poetry, tell stories and write a variety of compositions to further their knowledge of the Spanish language and the culture it encompasses. Upon completion of Spanish 4 students should be able to enter a 3rd or 4th semester college course thus becoming eligible to receive credit retroactively for the previous semester(s).

CAPP SPANISH 204 (offered Spring only) 1.25 credits

Prerequisite: Class rank of top 25% OR cumulative GPA of 3.25+ OR ACT 24+ and GPA 2.75+ and Completion of Spanish 4.

Students in this class will develop advanced intermediate conversational and writing skills. The activities, discussions, and essays, will draw from the reading of short stories and poems as well as through a review of advanced grammar. *This class is conducted entirely in Spanish.* (offered Spring semester only)

Students can earn 5 transcribed credits from UW Oshkosh for passing the class and possibly an additional 11 retroactive credits if their average is a B (83%) or higher, (for a total of 16 credits). For this university course, books are provided. Approximate cost is \$575 for 5 college credits.

Math

Students planning on attending post-secondary schooling including a 4 year College/University or a 2 year Technical College should plan on taking at least one Math class each year of high school. It is also recommended that students planning to take 2 math classes in a year receive an "A" in their previous math class.

ALGEBRA 1 (required) 1 credit

Students will explore the foundational concepts of Algebra through a problem-based learning approach. The curriculum emphasizes understanding and applying mathematical concepts in real-world contexts, fostering critical thinking and collaborative problem-solving skills. Through interactive lessons, hands-on activities, and real-world applications, students will develop a deep understanding of algebraic concepts and their relevance in everyday life. This course prepares students for advanced mathematics and equips them with the necessary skills for success in future mathematical endeavors.

GEOMETRY (required) 1 credit

Prerequisite: Algebra 1

Students explore and understand the properties and relationships of shapes, sizes, and the space in which they exist. Utilizing a problem-based learning approach, students will engage with geometric concepts through hands-on activities and real-world applications, enhancing their critical thinking and reasoning skills. Throughout the course, students will engage in collaborative projects, interactive lessons, and real-world problem-solving scenarios that highlight the relevance of geometry in everyday life. This course not only prepares students for advanced mathematical concepts but also fosters their ability to think spatially and analytically.

ACT PREP FOR JUNIORS .5 credit

This course is designed to prepare juniors for success on the ACT. A critical step in the college admissions process. Students will develop skills and strategies for all sections of the test. Through practice tests, targeted lessons, and personalized feedback, students will build confidence and improve their performance. Emphasis will be placed on time management, problem-solving and understanding test structure to help maximize scores. This course is ideal for students aiming to achieve their full potential on the ACT test.

ALGEBRA 2 1 credit

Prerequisite: Algebra 1 and Geometry

Students will build on their foundational algebraic knowledge, deepening their understanding of complex mathematical concepts through a problem-based learning approach. The curriculum is designed to engage students in critical thinking and real-world applications, preparing them for higher-level math courses and various STEM fields. Through interactive lessons, collaborative activities, and real-world

applications, students will develop an understanding of algebraic concepts that are essential for success in future mathematical studies. This course emphasizes both theoretical understanding and practical problem-solving skills.

AP PRECALCULUS 1 credit

Prerequisite: Teacher recommendation, C or better in Algebra 2

A PROGRAMMABLE GRAPHING CALCULATOR (NON CAS) IS REQUIRED. This course covers Polynomial, Rational, Exponential, Logarithmic, Trigonometric, & Polar Functions. This course is suggested for any students planning a career involving business, science, or math. The option of taking an Advanced Placement test for college credit is available to students.

College Credit Precalculus: MATH 104. PRECALC 1 credit

A PROGRAMMABLE GRAPHING CALCULATOR (NON CAS) IS REQUIRED. This course covers: functions and their graphs, the algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and conic sections. **Prerequisite:** UW System Placement test (WPT-MFND score >465 and WPT-AALG score >525) OR B or higher in Algebra 2 **Students can earn 4 transferable credits from UW-Green Bay on a transcript after completion of the course. In this university level course, books are provided. Approximate cost is \$460 for 4 college credits.**

INTRO TO CALCULUS 0.5 credit

Prerequisite: Teacher recommendation, completion of AP PreCalculus

Course includes only the "essentials" of trigonometry, such as graphs of all six functions and the inverse of functions, right-triangle trig., and analytic trigonometry. The other material that is discussed includes an introduction to limits and derivatives. All the material needed to get you ready for the world of Calculus.

AP CALCULUS AB 1.5 credits

Prerequisite: Intro to Calculus

A PROGRAMMABLE GRAPHING CALCULATOR (NON CAS) IS REQUIRED. This course provides a complete coverage of calculus. The option of taking an Advanced Placement test for college credit is available to students.

College Credit Calculus: MATH 202. CALCULUS & ANALYTIC GEOMETRY 1.5 credits

A PROGRAMMABLE GRAPHING CALCULATOR (NON CAS) IS REQUIRED. This course covers differential and integral calculus of the elementary functions with associated analytic geometry; transcendental functions; techniques of integration; and applications.

Prerequisite: UWGB Precalculus with at least a B grade or UW System Placement test (WPT-MFND score >465 and WPT-AALG score >525 and WPT-TAG score >525)

Students can earn 4 transferable credits from UW Green Bay on a transcript after successful completion of the course. In this university level course, books are provided. Approximate cost is \$460 for 4 college credits.

AP STATISTICS 1 credit

Prerequisite: Teacher recommendation, A TI83+ or TI84+ IS REQUIRED.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

COLLEGE TECHNICAL MATH 1A .75 credit

Prerequisites: Teacher recommendation, Algebra 2
This is FVTC course 10-804-113. Students will cover topics to include: solving linear equations; graphing; percent; proportions; measurement systems; computational geometry; and right triangle trigonometry. Emphasis will be on the application of skills to technical problems. **FVTC dual credit (3 credits) is available per FVTC approval.**

MATH WITH BUSINESS APPS .75 credit

This is FVTC course 10-804-123. This course integrates algebraic concepts, proportions, percents, simple interest, compound interest, annuities, and basic statistics with business/consumer scenarios. It also applies math concepts to the purchasing/buying and selling processes. **FVTC dual credit (3 credits) is available per FVTC approval.**

QUANTITATIVE REASONING .75 credit

This is FVTC course 10-804-135. This course is intended to develop analytic reasoning and the ability to solve quantitative problems. Topics to be covered may include: construction & interpretation of graphs; descriptive statistics; geometry & spatial visualizations; math of finance; functions and modeling; probability; and logic. Appropriate use of units and dimensions, estimates, mathematical notation, and available technology will be emphasized throughout the course. **FVTC dual credit (3 credits) is available per FVTC approval.**

Programming Math Electives, Gr. 9-12

COMPUTER SCIENCE FOUNDATIONS .5 credit

This course emphasizes problem-solving, creation, and collaboration, while introducing students to the many ways computer science impacts their lives. We explore the problem-solving process and the different ways humans and computers solve problems. Students will build websites while learning the HTML and CSS languages. JavaScript will be used to explore the constructs that support programming languages, and to begin the design process of apps.

PROGRAMMING 1 .5 credit

Prerequisite: Algebra 1 completion

This course introduces programming concepts and skills while developing computer software applications using the C# language.

PROGRAMMING 2 .5 credit

Prerequisite: Programming 1

This course focuses on object-oriented concepts and programming skills from a software engineering perspective. Java is the language used to develop a general understanding of object-oriented programming. Familiarity with basic computer programming skills is assumed.

GAME DEVELOPMENT .5 credit

Prerequisites: Programming 2 completion, or Programming 1 completion with senior standing and Teacher approval. This course will focus on game development across multiple programming platforms (android & iOS). Unity 2D and 3D software will be used along with C# language.

PROGRAMMABLE LOGIC CONTROLLERS .5 credit

Prerequisites: Programming 1

Students will be introduced to the Allen Bradley PLC (Programmable Logic Controller) platform and hardware configurations. Students will create, edit, download, test and debug PLC projects using latches, counters, comparisons and forcing concepts. A PLC is a programmable device often used in the automation of machines and equipment to control a specific application or device. PLC's control a wide array of applications from stop and go lights, to machine control, to controlling entire processing or manufacturing plants. **Students can earn 1 FVTC transcribed credit per FVTC approval.**

Music

THE FREEDOM CHORALE 1 credit

Prerequisite: Middle School choir participation or Instructor approval

The Freedom Chorale is a non-auditioned ensemble for mixed voices. This ensemble is the flagship choir for Freedom High School, and is composed of dedicated musicians who strive to develop their musical skills. Freedom Chorale prepares high level choral repertoire and presents three concerts each year.

COLLA VOCE 1 credit

Prerequisite: Audition or instructor approval

Colla Voce is an auditioned ensemble for treble voice singers. This ensemble learns a wide variety of repertoire, ranging from classical chamber music to contemporary vocal jazz. Members of this ensemble are expected to participate in all required performances throughout the year.

FREEDOM RINGERS .5 credit

Prerequisite: Previous enrollment in a musical ensemble or instructor approval

The Freedom Ringers is a handbell ensemble that provides exciting musical opportunities for any students interested in "non-traditional" musical ensemble.. Students are not required to have any previous ringing experience to join. The Freedom Ringers perform in two concerts each year.

JAZZ BAND I (Grade 9/10) .5 credit

JAZZ BAND II (Grade 11/12) .5 credit

Prerequisite: Instructor permission if not in Wind Ensemble/Symphonic Band

Jazz Band is open to any students who play a rhythm instrument: piano, guitar, or electric bass. Any student wishing to play trumpet, trombone, saxophone, or drums must be enrolled in Wind Ensemble or Symphonic Band to participate. This class is performance based as students will be introduced to basic jazz styles: swing, blues, big band and Latin. Basic improvisation will also be a part of the curriculum. The group will perform a minimum of three concerts during the school year as well as Solo and Ensemble, a jazz festival and a tour.

SYMPHONIC BAND (Grade 9/10) 1 credit

WIND ENSEMBLE (Grade 11/12) 1 credit

Prerequisite: Audition with instructor or successful completion of middle school band program or a semester of weekly individual lessons. ***Sophomores will be offered the opportunity to be in the Wind Ensemble based on need or ability. Permission of director is required***

This class has an emphasis on performance music with a wide variety of music styles and genres. Music

performed will be challenging but appropriate for the ability of the group. They will perform separately as concert bands for events such as a Fall Concert, a winter concert, the solo/ensemble festival, and Spring concert. The two bands will combine to perform as the marching band at football games and parades, and as the pep band at indoor sporting events during the winter.

INTRO TO RECORDING & MUSIC BUSINESS .5 credit

This course is for students who wish to learn about music recording & the music business. Students will develop recording & producing skills using the new studio space in the Music Department. Along with hands-on learning, students will explore various career paths within the music industry, such as working at a recording studio, posting music online, and more.

MUSIC SEMINAR (Grade 11-12) .5 credit

Prerequisite: Instructor consent and 2 years of Band or Choir, or 2 years private study.

This course is an advanced course of study. Topics covered will be music theory and aural skills, transcription, composition and arranging, fundamental piano skills, music history, as well as music technology. (offered 25-26)

CAPP MUSIC THEORY (Grade 11-12) .5 credit

Prerequisite: Music Seminar or Instructor approval

This course is for those wanting to go behind the scenes and learn how music works. CAPP Music Theory curriculum is aligned with the UW-Oshkosh standards for 1st year music theory students. In this course, students will study foundational topics of pitch, rhythm, scales, and keys before building on more complex musical ideas; including cadences, secondary harmony, composition, and more! **Students can earn 3 transcribed credits from UW-Oshkosh.**

Approximate cost \$345 for 3 college credits.

Students may opt to enroll in CAPP Music Theory for high school only and not pay the tuition and not receive the UW-Oshkosh credit.

Physical Education & Health

Grade 9

PHYSICAL EDUCATION (required) .5 credit
PE 9 contributes to the development of recreational skills and provides opportunities for such related learning as good sportsmanship, team play, intelligent spectatorship and other qualities essential to physical and mental development. Students also develop coordination of body and mind, leadership, alertness and quickness of response. Skills learned and attitudes developed will assist in healthy leisure time activities that promote physical and mental fitness and an enriched life.

Grade 10

HEALTH (required) .5 credit
This course will cover areas of health with the emphasis on applying knowledge and values that affect health-related behaviors. Topics covered will be personal health, nutrition, mental and environmental health, substance use and abuse, prevention and disease control, accident prevention and safety, consumer health and family life education.

Grade 10 - 12 Course Electives

CORE PERFORMANCE 1 .5 credit
Improve overall fitness levels in the area of strength, power, speed and agility, designed to emphasize the importance of strength training. Students will participate in all regular PE activities such as softball, badminton, volleyball, etc., each day after workouts. Weight training/speed-agility for the first half of class, followed by a sport activity for the second half.

LIFETIME ACTIVITIES 1 .5 credit
Activities are explored that a student can participate in now and for a lifetime. The activities focus on skill development, rules, regulations and strategies. Activities include golf, badminton, pickleball, bocce ball, volleyball, softball, bowling, Frisbee golf, dance, archery, hiking, strength and cardio activities.

TEAM SPORTS 1 .5 credit
The class covers rules, regulations and in-depth strategies of various team sports. The sports include football, soccer, handball, volleyball, lacrosse, softball, ultimate Frisbee, speedball, basketball, floor hockey, 8-base eclipse ball, rugby and angle ball.

CORE PERFORMANCE 2 .5 credit
This class is designed to improve the overall fitness level in the area learned in Core Performance 1 of strength, power, speed and agility, emphasizing the importance of fundamental strength training, proper spotting techniques, correct lifting form and creating and implementing a speed & agility strength program.

LIFETIME ACTIVITIES 2 .5 credit
After a short review of the activities learned in Lifetime Activities 1, more advanced skills will be introduced including additional activities skills for wall climbing, cross country skiing, snow shoeing, mountain biking, roller-blading, archery techniques, along with lifetime fitness techniques in yoga, strength training and cardio.

TEAM SPORTS 2 .5 credit
Team Sports 2 starts with a short review of the Team Sports 1 curriculum followed by more advanced skills and new game strategies. Team building activities will include work on the climbing wall.

PERSONAL HEALTH & WELLNESS
(grades 11-12, does not count as PE) .5 credit
Prerequisites: C or better in 10th grade Health and C or better in Biology
This class will cover issues that are crucial to a students' personal lives by examining one's personal health in various aspects. Concepts covered will include but are not limited to lessons in personal nutrition, mental health, current events in society, sexuality & healthy relationships, complementary medical approaches pertaining to nutritional, psychological & physical aspects, and current events.

Science

Grade 9

PHYSICAL SCIENCE (required) 1 credit

This is a lab course in Introductory Physical Science intended to serve as a first science course at the secondary level. Students will have the opportunity to discover major science concepts while developing critical thinking skills. Laboratory work emphasizes astronomy, weather & climate, energy, Laws of Motion, and power & energy. This course explores many aspects of science that allow students to gain knowledge useful to functioning in the technological world.

Grade 10

BIOLOGY (required) 1 credit

This course focuses on how evolution, information, energy, and interactions define the living beings of earth. Students are expected to manipulate models, analyze data, use mathematical models, conduct investigations, ask questions, define problems, argue from evidence, and communicate information to develop foundational principles for observing and predicting natural phenomena that link the living and nonliving. Performing laboratory investigations, modeling, reading, discussing, and questioning skills are used daily to develop effective and consistent habits of thinking.

Grade 10 - 12 Course Electives

CHEMISTRY 1 credit

Prerequisite: C or better in Physical Science or recommendation of Biology teacher
Chemistry is the science of materials, their composition, properties, interactions and transformations. This course will place emphasis on the activities of experimentation and observations as the basis for all knowledge of chemistry. Laboratory work will provide the basis for development of many principles of chemistry. This course will stress the development of principles and theories that can be applied to broad areas of chemistry.

CONTEMPORARY CHEMISTRY 1 credit

Prerequisite: Physical Science and Biology
This is a survey course focused on basic chemistry principles. Fundamental chemistry and science concepts are developed and then used to study applications of this science to technology in society. Emphasis is placed on selected topics that are current. This is an alternative to regular chemistry, but does not meet the prerequisite for AP Chemistry. This is not a lab science course for a university/4 year college bound student.

FIELD ECOLOGY .5 credit

Co-requisite: Successful completion of Biology with a C+ or better.

This course is a laboratory and field experience course designed to enhance students' skills in the science practices through writing, research, and investigation into the interaction between biotic and abiotic factors as well as the role of human activity in these interactions.

MEDICAL CASE STUDIES .5 credit

Prerequisite: Biology

In this course, students will examine the human body through the use of medical case studies. We will use deductive reasoning and problem solving skills while learning more about injuries, genetic disorders, and other diseases. Students will be expected to construct medical explanations of how and why the human body deals with these conditions.

PHYSICS 1 credit

Prerequisite: Geometry and Algebra 2

This course deals with motion and its causes, energy forms and how man controls these. Areas that will be studied include linear and rotational motion, Newton's laws, energy, light, sound and conservation laws. Students will develop principles by performing experiments. The concepts will be presented in abstract form and then applied to practical situations.

REEL SCIENCE .5 credit

Prerequisite: Physical Science

This demonstration focused course explores science topics in the areas of physical science, biology, and chemistry. Students will research topics and generate videos to upload across a variety of platforms for use within our FASD science classrooms. Students will develop real world skills using technology by developing and completing experiments and publishing them in a secure environment.

Grade 11 - 12 Course Electives

ANATOMY & PHYSIOLOGY

1 credit

Prerequisite: B or better in Biology and instructor approval

This course focuses on the study of the structures of the human body and their function through the examination of the organ systems down to the molecular level. Coursework will develop the science practices of arguing from evidence; analyzing data; using math; constructing explanations and designing solutions; using models; conducting investigations; asking questions and defining problems; and communicating information through laboratory work that includes live and virtual simulations, inquiry investigations, building and refining laboratory models, and dissections. This course provides excellent learning opportunities for students interested in health careers, and self- and animal-care.

CAPP BIOLOGY 105

1 credit

Prerequisite: Class rank of top 25% OR cumulative GPA >3.25 or ACT > 24, B or better in Physical Science and Biology.

An introduction to the biological sciences. Course content addresses phenomena common to a diversity of life forms. Laboratory coursework develops scientific inquiry skills to construct scientific models of the unity and diversity of life, biological organization, cell biology, energy processing, genetics, and evolution in nature.

Students can earn 4 transcribed credits from UW-Oshkosh. In this university-level laboratory science course, texts are provided. Approximate cost for 4 credits is \$460.

AP CHEMISTRY

1 credit

Prerequisite: B or better in Chemistry and preparation for the AP Chemistry exam. Advanced Placement Chemistry is based upon the College Board's curriculum and is equivalent to a first year college Chemistry course. This second year Chemistry class will utilize the first year chemistry course content as a foundation for discussion of the following topics: stoichiometry, quantum mechanics, reaction types, chemical kinetics, equilibrium, thermodynamics, electrochemistry, materials science, buffer systems, coordination complexes, nuclear chemistry, and organic chemistry.

FORENSIC SCIENCE

.5 credit

Prerequisite: Successful completion of at least 2 years of high school science including Biology. Chemistry or Contemporary Chemistry as prerequisite or corequisite. This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data

collection, and responsible conclusions. This course will require the application of a variety of science topics including biology, chemistry, physics, and earth science.

The following courses are accepted for graduation as science credit; however, they are not considered academic credit:

0.5 credit: Dual Credit Animal Science,
Plant Science, Vet Science

1 credit: Intro to Agriscience,
Contemporary Chemistry

NOTE: Physical Science and Biology are still required.

Social Studies

Grade 9

WORLD GEOGRAPHY (required) .5 credit

This course allows students to analyze patterns of culture, including population, language, religion, urban, settlement and their casual relationships. Special emphasis will be directed toward global diversity of world cultures, contrasting world views, human-environmental interaction, and general issues in geography.

Grade 9 – 10

CIVICS (required) .5 credit

(Completion required by end of sophomore year)

Civics will put the words “of the people, by the people and for the people” to practice as the students discover the meaning of participatory citizenship assuming the role of government officials from the local to the national level.

Grade 11

UNITED STATES HISTORY (required) 1 credit

This course will cover events which took place from the First Americans through WWII. Emphasis will be concentrated on creating a new nation, growth of the democratic spirit, disruption, reunion and industrialization. A combination of a chronological and thematic approach will be utilized for instruction.

AP UNITED STATES HISTORY 1.5 credits

Prerequisite: 3.2+ GPA, teacher recommendation

Designed to cover the same material as a two semester long college history class this course will focus on American history from discovery up to the present with the primary goal to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Special emphasis will be directed toward preparing for the Advanced Placement Exam which affords students the opportunity to earn up to six college credits.

Successful completion of this course fulfills the Senior 20th Century America requirement.

Grade 12

20th CENTURY AMERICA (required) .5 credit

The intent of this course is to focus on the important events and issues our country has faced since 1945. To truly understand much of what is occurring in our country and around the world today, we need to zero in on the past six decades. As an *active* participant, students will be able to acquire many of the answers to the “Whys?” in their lives. Why is there such concern over the Middle East? Why do terrorist groups want to harm and frighten Americans? Why do racial/gender issues continue to exist in 21st Century America?

Grade 10 - 12 Course Electives

EUROPEAN HISTORY .5 credit

This course focuses on the development of students' understanding of European history from approximately 1450-present.

NATIVE AMERICAN STUDIES .5 credit

This course will look at American History opposite traditional East (Plymouth Rock) to West. It will focus on the history West (Bering Strait) to East.

WESTERN WORLD CIVILIZATIONS .5 credit

Western World Civilizations is a world history course providing an understanding of the development of cultures and nations over the expanse of time from the ancient civilizations of Mesopotamia through the Middle Ages and early formations of European history. This course involves research topics and a variety of student presentations.

Grade 11 - 12 Course Electives

AP PSYCHOLOGY 1 credit

Prerequisite: 3.2+ GPA & SS teacher signature

Psychology is not required to take AP Psychology.

This course is intended to mirror that of a psychology course at the college level. Students will explore both historic and contemporary research on the human mind and observable behavior. Areas of study include research methods, states on consciousness, sensation and perception, learning and conditioning, motivation, developmental theories, personality and abnormal behaviors. Students will be asked to think critically, demand more evidence, and keep an open mind to research that runs counter to personal beliefs and intuitions. AP Psychology prepares students for Advanced Placement Testing to afford students the opportunity to earn college credits.

ADOLESCENT PSYCHOLOGY .5 credit

Prerequisite: Successful completion of Psychology or AP Psychology

This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity.

ECONOMICS .5 credit

Prerequisite: 2.5+ GPA

In this course students will be offered the opportunity to learn about the economic system and their role in it as it relates to the statement of a government official, “If ignorance paid dividends, most Americans could make a fortune off of what they *don’t* know about economics.” Emphasis will be placed on the mechanics & measurements of our system & how active participation contributes in the economy's failures/successes.

FILM DOCUMENTARIES**.5 credit**

Through the use of film documentaries, students will be introduced to and gain greater insight into key political, economic, and social issues of our time. Viewing, research, analysis, review writing, and discussions will all contribute to an increased awareness of key contemporary American issues and perspectives. Topics included: environment, health care system, election fraud, food industry, corporate influence on society, effects of political action committees and more.

PSYCHOLOGY**.5 credit****Prerequisite:** 2.5+ GPA

This is an introductory course to the basic concepts involved in the study of human behavior. There is an emphasis placed on subfields of psychology that are applicable to daily life. Students will be exposed to major concepts and theories in areas such as learning & conditioning, memory, sensations & perceptions, psychological disorders, the brain, & personality development. Discovery will be done through class activities, demonstrations & group work. **NOTE:** **Psychology is not required to take AP Psychology.**

SOCIAL ISSUES**.5 credit**

Students interested in issues concerning our society (local, national and world levels) will have attention focused on current events & issues, as well as important topics such as violence, the American prison system, the media, sexism, population, immigration & the family.

SOCIOLOGY**.5 credit****Prerequisite:** 2.5+ GPA

This course will focus on how our individual choices are shaped by society and how our choices help shape society. The sociological imagination will be one of our primary tools as we explore society and our place within it. Since we are studying society and therefore ourselves, opportunities to use our sociological imaginations are all around us - in our everyday interactions, in global events, even in the music we hear. The first part of the course explores some of the ways sociologists view society, and also how we study the social world. In addition, we will examine culture, socialization, deviance and the structure of organizations. The second part of the course focuses on inequalities. Stratification takes many forms; we will explore social class, race and ethnicity, and gender. During this segment we will pay particular attention to inequalities within the institutions of families and education.

Technology Education

INTRO TO TECH ED

.5 credit

Prerequisites: None

Intro to Tech is highly recommended for 9th grade students to explore technology used in Metalworking and Woodworking. The Metals unit will introduce students to Welding and Sheet Metal applications. The Woodworking unit will introduce students to basic Woodworking skills and concepts. Each unit will give students the opportunity to explore different areas in Tech ED through hands-on projects. Intro to Tech is a prerequisite for additional Metals and Woodworking classes.

SMALL ENGINES

.5 credit

Prerequisite: None

This hands-on course will take students through the disassembly and reassembly of two Briggs & Stratton 4 stroke engines. Students will learn basic engine operation, parts and function. Maintenance, and repair of small engines, including live work on lawn mowers, trimmers, scooters, and other small engine equipment, is included. Tools and safety will also be common threads throughout the course. Students can also earn industry recognized Snap-on tools certifications.

COMPUTER AIDED DESIGN 1

.5 credit

Prerequisite: None

CAD 1 is an introductory course to provide students with an opportunity to explore Computer Aided Design (CAD), Digital Manufacturing Technology and Engineering. Learning activities include CAD 2D Sketching, 3D Modeling and Multiview Drawing creation using Autodesk Fusion 360 Software. Students will design and build projects using 3D printers and a laser engraver/cutter. Students will have the opportunity to receive the Autodesk Fusion 360 Industry Recognized Certification at the end of the class.

AUTO 1

.5 credit

Prerequisite: Intro to Tech Ed or Small Engines

This hands-on course will take students through basic maintenance and light repair of cars and trucks. Students will learn to care for, maintain, and repair different vehicles through a variety of learning experiences. Students can also have the opportunity to work on project cars, earn industry recognized snap-on tools certifications, and work towards ASE certification.

AUTO BODY 1

.5 credit

Prerequisite: Intro to Tech Ed or Small Engines

This hands-on course will introduce students to basic auto body repairs. Students will experience various metal finishing and refinishing techniques involved in auto body repair from dent repair and metal finishing through paint and refinishing. Hands-on experiences include: Welding and fabrication, painting, plastic repair, customization and restoration. Students can also earn industry recognized snap-on tools certifications, and work towards ASE certification. FVTC dual/ transcribed credit may be available per FVTC approval.

COMPUTER AIDED DESIGN 2

.5 credit

Prerequisite: CAD 1

CAD 2 is a continuation of CAD 1 to further explore Computer Aided Design (CAD), Digital Manufacturing Technology, Engineering and Automation. Learning activities include advanced CAD 2D Sketching, 3D Modeling and Multiview Drawing creation using Autodesk Fusion 360 Software. Students will design and build engineering projects using 3D printers, laser engraver/cutter and automation/electronics components to make a prototype function in a specific way. Students will have the opportunity to design and build personal projects at the end of the class.

METALS 1

.5 credit

Prerequisites: Intro to Tech ED

Metals 1 is an introductory course dealing with the technology used to join metal products. Students will explore and develop skills using the SMAW, GMAW and GTAW welding processes using mild steel along with two Sheet Metal projects. Students will develop skills with each welding process and will be required to complete three fabrications projects, one with each welding process. Students must pass Intro to Tech ED before taking Metals 1.

WOODS 1

.5 credit

Prerequisites: Intro to Tech ED

Woods 1 is an introductory course where students will learn woodworking techniques, safety practices, basic hand and power tool operation, wood types, building construction and project planning techniques. Students will learn the fundamentals of creating small-scale woodworking projects and small-scale building construction projects. This course is a blend of both basic woodworking principles and basic building construction principles.

AUTO 2**.5 credit****Prerequisites: Auto 1**

This hands-on course will take students through advanced automotive maintenance and repairs. Students also have the opportunity to work on advanced project cars and custom work such as: adding performance parts, stereo and lighting equipment, body kits and other after-market parts. Students can also earn industry recognized snap-on tools certifications, and work towards ASE certification.

AUTO BODY 2**.5 credit****Prerequisite: Auto Body 1 or Instructor's signature**

This hands-on course will take students through advanced auto body repairs including: fabrication, custom painting and design, welding, restoration, chassis and drivetrain hot rod applications. Students may have the opportunity to compete in the SkillsUSA collision repair contest at the state and national levels. Students can also earn snap-on tools certifications, and work towards ASE certification. FVTC dual/ transcribed credit may be available per FVTC approval.

METALS 2**.5 credit****Prerequisites: Metals 1**

Metals 2 is a continuation of Metals 1 and will further explore the technology used to join metal products along with exposing students to Precision Machining Technology using a Milling Machine and Lathe. Students will explore and develop more advanced skills using the GMAW and GTAW welding processes. Students will engage in a variety of lab activities to develop the skills required to weld with these processes in the flat and vertical welding positions. Students will be required to complete three advanced fabrications projects, one with each welding process. In addition, students will complete one project using a Milling Machine and Lathe. Students must pass Metals 1 before taking Metals 2.

WOODS 2**.5 credit****Prerequisites: Woods 1**

Woods 2 is a continuation of Woods 1 where students will further explore the technologies and practices that are used to create woodworking projects on a larger scale and develop more advanced woodworking skills. Students will take the skills and principles they learned in Woods 1 and apply them as they design and create larger scale woodworking projects. Project examples include furniture/cabinets, custom cornhole boards, and larger scale CNC router projects.

BUILDING CONSTRUCTION**.5 Credit****Prerequisite: Woods 1**

Building Construction provides a foundational understanding of the principles and practices involved in residential construction, including safety procedures, basic building materials, blueprint reading, framing techniques, site layout, and the various stages of a residential construction project. Project examples include the design and construction of sheds or small structures, or collaborating with local partners and businesses such as Habitat for Humanity on off site projects.

METALS 3**1.25 Credits****Prerequisites: Metals 2 or Instructor's Signature****(Must Pass Metals 2 with B- or Higher)**

Metals 3 is a semester course designed for students who want to gain more advanced welding skills and are interested in entering a career in the welding field. Students will enroll in multiple Fox Valley Technical College dual credit courses to have an opportunity to receive a 5 credit FVTC Welding Program Certificate called "Basic GMAW Welder". Students will need to pass the following FVTC courses over the 18 week class with a B or higher to receive the FVTC Certificate. Courses include Welding Intro/Safety (1 FVTC Credit), Weld Blueprint Reading (1 FVTC Credit), Welding Symbols (1 FVTC Credit) and GMAW Techniques 1 (2 FVTC Credits). Students will also gain advanced fabrication skills by building a charcoal grill in the class. Students must pass Metals 2 with a (B-) or higher before taking Metals 3.

AUTO 3**.5 credit****Prerequisites: Any Auto or Auto Body course**

This advanced auto class is designed to give students who have experienced previous auto and auto body classes another opportunity to further develop their skills. Students will have a variety of hands-on experiences repairing and maintaining their own vehicles as well as class projects. Hands-on opportunities include: repair, fabrication, vehicle customization, paint and body, restoration, aftermarket part installation and more. Students can also work towards industry recognized Snap-on and ASE certifications.

AUTO BODY 3**.5 credit****Prerequisites: Any Auto or Auto Body classes or Instructor signature**

This advanced auto body class is designed to give students who have experienced previous auto body classes another opportunity to further develop their skills. Students will have a variety of hands-on experiences repairing and maintaining their own vehicles as well as class projects. Hands-on opportunities include: repair, fabrication, vehicle customization, paint and body, restoration, aftermarket part installation and more. Students can also earn industry recognized snap-on tools certifications, and work towards ASE certification.

Grade 12 Course Electives

SENIOR AUTO

.5 credit

Prerequisite: Any Auto or Auto Body classes or Instructor signature

This advanced auto class is designed to give students who have experienced previous auto classes another opportunity to take this type of class. Students will have a variety of hands-on experiences repairing and maintaining their own vehicles as well as class projects. Student projects can include repair, vehicle customization, paint and body work, restoration, aftermarket installation and more.

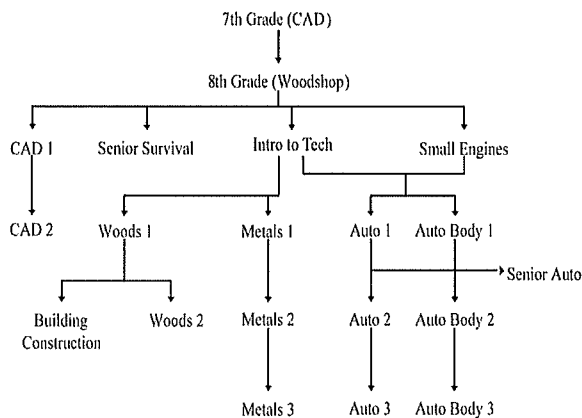
SENIOR SURVIVAL

.5 credit

Prerequisite: None

This introductory course is designed for senior girls and boys covering the basics of how to care for, repair and maintain their cars and homes. Senior Survival is based on a variety of hands-on experiences and classroom discussions on topics such as how to buy a car, basic vehicle maintenance and repair. Basic home maintenance explores: framing and drywall, plumbing, electrical, interior design and home buying.

Tech Ed Course List Flow Chart



CESA 6

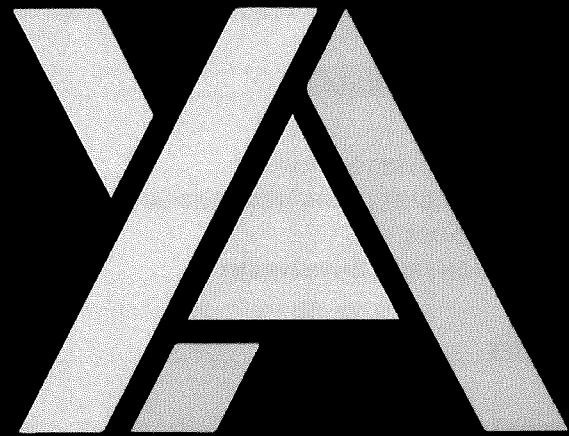


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STUDENT HANDBOOK



———— CESA 6 ————
YOUTH APPRENTICESHIP
———— YAWISCONSIN.ORG ————

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PROGRAM DESCRIPTION

What is Youth Apprenticeship?

Youth Apprenticeship (YA) provides high school juniors and seniors with the opportunity to gain real-world career experience while still in school. This one- or two-year program combines academic learning with hands-on technical skills training, helping students build essential competencies for the workforce.

YA not only prepares students for the jobs of tomorrow but also supports businesses in developing, attracting, and retaining a highly skilled workforce. Upon graduating high school, participants will receive:

- A high school diploma
- A **State of Wisconsin** certificate of proficiency in their program area
- Potential credits toward post-secondary education
- Valuable work experience and training in a specific career field

These achievements will strengthen your resume and job applications, setting you apart in your future career pursuits.

Youth Apprenticeship Checklist

- ✓ **Complete a Youth Apprenticeship application**
- ✓ **Secure YA placement** (on your own or with the help of a YA Coordinator)
- ✓ **Communicate regularly with your YA Coordinator** regarding job status
- ✓ **Sign enrollment paperwork**, including the Education Training Agreement and employer forms
- ✓ **Inform your school counselor** about your participation and confirm your school schedule
- ✓ **Attend monthly meetings** with your YA Coordinator at school and/or individual check-ins
- ✓ **Complete required student reflections**
- ✓ **Participate in progress meetings** with your employer, coordinator, and parent (if applicable)
- ✓ **Master required employability and skill competencies** for your YA program area
- ✓ **Complete the YA program survey and closeout process** to receive your final grade and certification

EXPECTATIONS

Student Expectations

The Youth Apprenticeship (YA) program is a **significant commitment** that provides valuable experience for your future. To successfully complete the program and earn credit, all students must meet the following expectations. Your participation holds you accountable to your **YA Coordinator, school, and employer**.

- ✓ **Attendance is essential.**

- You must attend both school and required work hours to remain eligible for the program.
- ✓ **Maintain employment** with your YA employer for the full school year while completing a minimum of **450 hours per program year**.
- Up to **200 summer hours** can count toward this requirement.
 - **Quitting or being terminated** may result in a failing grade—communicate any concerns with your YA Coordinator immediately.
- ✓ **Enroll in and pass related coursework.**
- **One-Year YA Students:** 1 high school credit of related instruction or 3 college credits.
 - **Two-Year YA Students:** 2 high school credits of related instruction or 6 college credits.
 - Your YA Coordinator and School Counselor can help guide you in selecting the appropriate courses.
 - **Failing grades may result in losing release time from school.**
- ✓ **Monitor your email** and complete required assignments to receive course credit.
- ✓ **Meet regularly with your YA Coordinator** at school for check-ins.
- ✓ **Understand “student learner” laws and key program rules.**
- All students must be aware of relevant employment laws and program expectations.
 - Refer to the **Wisconsin Employment of Minors Guide** for details.

Student Hours

Just like missing assignments can cause you to fail a class, not completing your required 450 apprenticeship hours can result in removal from the program.

YA is a professional commitment, not just an extracurricular activity. Employers count on you to show up and contribute—missing hours affects your progress, their trust, and your success.

It is important to talk with your YA Coordinator if you are struggling with meeting the work hour requirements.

Incomplete hours can affect:

- Your grade & credits
- Your release time privileges
- Your learning & career opportunities

Parent/Guardian Expectations

As a parent/guardian, your support is crucial to your student's success in the YA program. Expectations include:

- ✓ Supporting your student in their **school and workplace skill development**.
 - ✓ Ensuring your student has **reliable transportation** to and from work and any off-site courses.
 - ✓ Directing students to the appropriate **adult contact** for program-related issues:
 - **School Counselor**
 - **YA Coordinator**
 - **Class Instructor**
 - **Employer/Mentor**
 - ✓ Encouraging students to **demonstrate responsibility and communicate directly** with the YA Coordinator.
 - ✓ Participating in **progress reviews and meetings** when necessary.
 - ✓ **Avoiding direct communication with the employer** outside of performance evaluations unless in case of an emergency.
-

School District Expectations

The school district plays a vital role in supporting Youth Apprenticeship students by:

- ✓ **Advocating** for both the student and the YA program.
 - ✓ Providing **flexibility in class scheduling** to accommodate work and coursework.
 - ✓ **Scheduling meetings** as needed to support student success.
 - ✓ **Monitoring high school grades** to ensure students remain on track for graduation.
 - ✓ **Recording grades** to reflect worksite evaluations and secondary education coursework on student transcripts.
-

YA Coordinator Expectations

YA Coordinators serve as a key resource for both students and employers. Their responsibilities include:

- ✓ Assisting businesses in **securing student placements** in the YA program.
 - ✓ **Maintaining regular communication** with mentors to monitor student progress.
 - ✓ Conducting **onsite worksite visits** in accordance with state guidelines.
 - ✓ **Compiling employer-provided grades** and reporting them per grading timelines.
 - ✓ Meeting with students at school to **discuss academic and workplace progress** as needed.
-

Employer/Mentor Expectations

Employers and mentors play a critical role in student success. Expectations include:

- ✓ Providing students with opportunities to **experience different aspects** of the business and industry.
- ✓ **Completing quarterly worksite evaluations**, skill standards checklists, and verifying hours worked.
- ✓ **Maintaining communication** with the YA Coordinator regarding student progress and any

concerns.

✓ Managing YA students as **regular employees**, including adherence to:

- Pre-employment screenings
 - Random drug testing policies
 - Workplace dress code
 - Cell phone and internet usage policies
-

Communication Expectations

To ensure effective communication, please note the following:

✓ **YA Coordinators' work hours align with school operating hours.**

✓ Expect a response to emails **within 24-48 hours** during normal working hours.

✓ If your coordinator is out of the office or working limited summer hours, they will respond during their next available office hours.

✓ Emails sent over the **weekend** will be answered upon return to the office.

✓ For **urgent matters**, please indicate this in the subject line (e.g., **URGENT: [Brief Description of Situation]**).

PLANNING YOUR SCHEDULE

Managing Your Schedules

During your Youth Apprenticeship (YA) program, you will be responsible for managing multiple schedules. It is essential to **adhere to the schedule established for you** and proactively address any potential conflicts. If issues arise, discuss them as soon as possible with your **YA Coordinator, School Counselor, or Employer**.

High School Schedule

Each school district has its own rules regarding attendance and the number of hours required to meet graduation requirements. To ensure you stay on track, schedule a meeting with your **School Counselor or YA Coordinator** to review your academic schedule.

Employer Site Schedule

Your employer will develop a training schedule that accommodates your **high school and/or post-secondary education** commitments. Be sure to communicate any changes or conflicts in advance.

Post-Secondary/College Programs

If you are enrolled in off-site courses, review your class schedule and **share it with both your employer and YA Coordinator** to ensure alignment with your work responsibilities.

EVALUATION POLICY

Evaluations and Assessment

Evaluations for the Youth Apprenticeship (YA) program are determined at the discretion of your school. They are issued in consultation with the YA Coordinator and based on the following criteria:

- **Employer Feedback** – Evaluations from your worksite mentor on job performance and employability skills.
- **Communication & Engagement** – Your responsiveness and professionalism in interactions with your YA Coordinator and employer, including attendance at required check-ins.

Employer Skill Evaluations

Youth Apprentices will be assessed by their worksite mentor on essential employability skills and on-the-job technical competencies specific to their program area.

To earn a **Certificate of Occupational Proficiency** from the Department of Workforce Development, apprentices must:

- Successfully complete all required competencies outlined in their job guide at a **satisfactory level** meeting entry-level industry standards.
- Maintain proactive communication with their YA Coordinator and worksite mentor throughout the program.

Note: It is your responsibility to stay informed about your progress and address any questions or concerns with your YA Coordinator and worksite mentor.

PROGRAM COSTS

Students enrolled in the YA program should check with their school and/or employer to verify any potential costs related to required instruction, uniforms, tools, physical exams, testing, and other incidental expenses. Public school students taking classes through a local college partner may qualify for tuition assistance through the Start College Now program. For details on registration deadlines and required paperwork, please consult your school counseling office. If you have questions about financial assistance, reach out to your School Counselor or YA Coordinator.

DROPPING THE PROGRAM

Student Request to Drop

Enrollment in the YA program is recorded as a full-year course on your schedule and transcript. If you are considering dropping the program or changing employers, you must first discuss your decision with your YA Coordinator. Dropping the program is treated similarly to dropping a class, which may affect your credits and GPA. If the drop is approved, the student may be subject to tuition reimbursement and grading policies. Students dropping at semester may also receive a

failing grade. If you drop the program, work with your School Counselor to maintain a full class load at your high school and submit a resignation letter to both your YA Coordinator and employer once approval is granted.

Student Request to Change Program Area

Changing program areas mid-program is not allowed due to the specific requirements for related instruction. However, students may switch to a different pathway if both the YA Coordinator and school agree to the change.

Failing Grades

To remain in the YA program, students must pass their classes at both their high school and secondary education institution. If a student is not passing their classes, the following actions may occur:

- Loss of release time, with the student being pulled from the worksite until grades improve
 - Referral for tutoring support at their high school or secondary education provider
 - The student may be dropped from the program and subject to the tuition reimbursement policy
-

Termination from Employment

If a student is terminated by their employer due to performance and/or attendance issues, both the student and their family may be subject to the tuition reimbursement policy and may receive a failing grade.

POLICIES

Attendance

Youth Apprentices are both students and employees, balancing intensive learning and training at high school, related classes, and the worksite. We encourage students to participate in school activities, understanding that work will need to be made up.

If a student is unable to attend their high school classes due to illness, injury, or other reasons, they should also refrain from attending any off-site class or work that day. In the event of illness, injury, or similar situations, the following steps must be taken:

- The student's parent(s)/guardian(s) must contact the student's high school.
 - The student must inform their employer prior to the scheduled start time, following company policy regarding absences.
 - If the student requires time off, they must request it from their employer well in advance, adhering to the employer's time-off request process. Employers/mentors will decide if time off from work can be granted.
-

Inclement Weather / Snow Days / Virtual Learning Day

High schools may close or switch to virtual learning when weather conditions prevent safe

transportation. However, secondary education facilities and businesses rarely close due to weather. Do not assume that a high school closure, delay, or virtual learning day means that work and related classes are canceled. Each situation is handled individually. If unsafe weather conditions prevent travel to work, it is the student's responsibility to communicate with their employer and follow the employer's attendance policy.

Requesting Time Off

Students must arrange time off with their employer in advance. Advance notice is required, and students must follow the employer's time-off request process. Employers/mentors will determine whether time off is granted. Students must request time off for:

- Family vacations
- Sports or school activities
- Non-school days
- Holidays and school breaks
- Academic support to make up missed work or prepare for ACT/AP testing

Discuss any time-off requests with your worksite mentor as early as possible. Keep in mind that employers may not be familiar with specific school schedules, so communicate clearly if you plan to work on non-school days and ensure your employer can adjust your hours if needed.

Off-Site Related Instruction Courses

If you are taking classes outside the high school for required YA related instruction, attendance is mandatory. For unavoidable absences, contact your instructor promptly to discuss the situation.

Suspension or Expulsion

If a student receives disciplinary action at school (e.g., suspension or expulsion), they are not permitted to work during this time. It is the student's responsibility to inform both the YA Coordinator and employer about the temporary absence and work with them until the situation is resolved.

Attire

Students must wear clothing suitable for the type of work they perform. Professionalism is expected, and apprentices should dress accordingly. If unsure about whether clothing is appropriate, students should ask their worksite mentor.

Drug and Alcohol Policy

The YA program is committed to maintaining a safe and productive work environment. The use or influence of drugs or alcohol, on or off the job, can be dangerous. To ensure safety, students may be required to undergo drug screenings prior to employment, randomly, or following a work-related injury. If a student is suspected of drug or alcohol use, they will face disciplinary action in accordance with school and employer policies.

Cell Phone and Internet Usage

Students must adhere to both school and workplace policies regarding cell phone and internet usage. Please refer to your student and employee handbooks for more details. If you do not have a copy of the policies, ask for one.

Safety

The safety of students and others is a top priority. Employers are responsible for instructing students on fire safety and evacuation procedures. Students may encounter potentially harmful agents in the workplace, such as toxic chemicals. Refer to the employer's procedure manual for safe handling and emergency treatment. Always follow safety regulations and rules to ensure the safety of yourself and others at the worksite.

Grievance Procedure

If students, their parent(s)/guardian(s), or worksite mentors have concerns about the program, they should contact the YA Coordinator first. The YA Coordinator will work to address the issue, involving the worksite mentor if needed. If further discussion is necessary, a meeting will be scheduled with the student, parent(s)/guardian(s), worksite mentor, and YA Coordinator.

Steps to follow for student/parents	Issues at Work Site	Issues with High School Courses
1	Speak with your work site mentor (If not resolved move onto step 2)	Speak with your high school classroom instructor or school counselor (If not resolved move onto step 2)
2	<u>Speak with your</u> Youth Apprenticeship Coordinator (If not resolved move onto step 3)	Speak with your Youth Apprentice Coordinator (If not resolved move onto step 3)
3	Fill out <u>grievance form</u> and send to CESA 6 regional coordinator within 30 days after completing step 2	Fill out grievance form and send to CESA 6 regional coordinator within 30 days after completing step 2
Actions Taken Once A Grievance is Filed		
1	Form reviewed within 30 days of receiving and email confirmation will be sent upon receipt	Form reviewed within 30 days of receiving and email confirmation will be sent upon receipt
2	Written response through email to inform applicant within 30 days, all parties notified	Written response through email to inform applicant within 30 days, all parties notified

Worksite Employment and Alternate Jobs

Once assigned to a worksite, students are not allowed to pursue alternate employment for their apprenticeship experience without consulting their YA Coordinator (refer to the section on Dropping the Program). If a student's employment is terminated, they will be removed from the YA program, and it will be the responsibility of the student's school district to arrange for an alternative program of study.

Harassment Policy

The YA program strictly prohibits harassment in any form as a condition of employment, whether explicit or implicit. This includes bullying, emotional, racial, religious, and sexual harassment, as well as hazing, retaliation, stalking, and mobbing.

If you believe you are being harassed by another employee, customer, or any individual within the scope of your employment, follow these steps:

1. Politely, but firmly, tell the individual to stop the behavior. Express how you feel about their actions and ask them to cease the harassment.
2. If the harassment continues or you feel uncomfortable confronting the individual, immediately report the situation to your supervisor, manager, YA Coordinator, or your high school instructor.

EMPLOYMENT OF MINOR LAWS

Work Hours for Youth Apprentices

Wisconsin and federal laws do not restrict the hours that 16 and 17-year-olds may work, other than preventing them from working during required school hours. However, as student learners in a work-based learning program, YA students are allowed to work during school hours.

Minors under the age of 18 are not allowed to work more than 6 consecutive hours without a 30-minute, duty-free meal break. Additionally, if a 16 or 17-year-old works past 11:00 pm, they must have 8 hours of rest between shifts.

As student learners, Youth Apprentices may perform certain tasks that would generally be considered hazardous, but only if the work is incidental to their training and occurs for short, intermittent periods under the direct supervision of a qualified, experienced person. The work must be part of a structured, organized training schedule. Wisconsin's Employment of Minors Laws governs the number of hours and times of day that apprentices can work, and the company will determine the type of work, tools, and machinery used in accordance with child labor laws, OSHA regulations, and the company's insurance policies.

Health and Safety

Employers prioritize the health and safety of their employees. Youth Apprenticeship employers are required to provide safety training and ongoing support during the program. It is essential that you take all safety training seriously to prevent accidents or injuries on the job. Be sure to discuss accident procedures with your worksite mentor and report any injuries, no matter how minor they may seem.

Steps to Follow if an Injury Occurs at the Job Site:

1. Seek immediate medical attention if necessary.
2. In an emergency, call 911.

3. For non-emergency situations, transport the injured person to a medical facility.
4. Immediately inform your supervisor, employer, or mentor of the incident.
5. Secure the accident site and preserve evidence if needed.
6. Report the incident to your YA Coordinator within 24 hours.
7. Complete any required incident reports with your employer within 24 hours.
8. Establish a return-to-work timeline.
9. Stay in regular communication with your YA employer and YA Coordinator on your return-to-work progress.

Physical or Emotional Health Concerns:

If a student has physical or emotional health concerns that may affect their ability to work, they should promptly notify their YA Coordinator and employer. The student will need to communicate weekly with both the YA employer and YA Coordinator regarding their health status and readiness to return to work. Medical documentation will be required if significant time off is needed due to illness or injury. Check with your employer to find out how many absences require a doctor's note. Please be sure to follow your employer's policies and procedures regarding any workplace safety requirements that may be in place. Adhering to these guidelines is essential to ensuring your safety and the safety of others in the work environment.

Unemployment Insurance

If a YA student is enrolled full-time in a public educational institution and earns school credit for their participation in the YA program, they are **not** eligible to file for unemployment compensation from their YA employer. However, YA students who **do not** meet these criteria may be eligible for unemployment benefits if they are terminated from their job. For more information on the requirements, visit the Department of Workforce Development's Unemployment Insurance Division website: <https://dwd.wisconsin.gov/ui/>.

Workers' Compensation Insurance

Once a YA student becomes a paid employee, they must be covered by the employer's workers' compensation insurance. Schools cannot cover YA students under their own workers' compensation policies.

The worker's compensation reporting requirements for youth are the same as for adults in the event of an injury or death while on the job. To learn more about these requirements, visit the Department of Workforce Development's Workers' Compensation Division website: <https://dwd.wisconsin.gov/apprenticeship/ya/legal.htm>. Neither the Department of Workforce Development nor schools can absolve employers from liability if a Youth Apprentice is injured on the job and a lawsuit is filed.

Transportation Insurance/Liability

YA students are responsible for their own transportation to and from the worksite, as well as for their own insurance coverage. If the school provides transportation for the YA student, the school is responsible for insurance coverage during that travel. The employer is only responsible for transportation insurance if the employer provides transportation to and from the worksite.

UNIONS AND LAYOFFS

Worker Displacement

Employers are prohibited from hiring a YA student if it would result in the displacement of any currently employed worker. This includes reducing the hours of non-overtime work, wages, or employment benefits for existing employees.

Layoffs/Strikes

A YA student cannot be hired if any individual is on temporary layoff from the same or equivalent job, with the possibility of being recalled. Additionally, a YA student cannot fill a vacancy created by the termination of a regular employee or workforce reduction. Child labor laws also prohibit YA students from working in a company where a strike or lockout is actively in progress.

Collective Bargaining Agreements

The YA program should not interfere with existing contracts for services or collective bargaining agreements. If a YA program would be inconsistent with the terms of a collective bargaining agreement, it must be approved with the written consent of both the labor organization and the employer. The Department of Workforce Development recommends that employers with organized labor consult with the labor organization before hiring youth apprentices to ensure the program's full support.

- Local bargaining units should determine the status of YA students already working in the facility if a layoff occurs.
- YA students may be laid off or reassigned to different work areas to replace laid-off workers.
- YA students may be required to join a union if it is a condition of the employer's collective bargaining agreement or if it is mutually agreed upon by management and the union.

NEXT STEPS

The Benefits of Registered Apprenticeship



A PAYCHECK

From day one, you will earn a paycheck guaranteed to increase over time.



HANDS-ON TRAINING

Receive practical on-the-job learning in a wide selection of programs.



AN EDUCATION

Get hands-on training and earn college credit while earning a great wage!



A CAREER

Apprenticeship can pave the way to a fulfilling, long-term career with competitive wages.



CERTIFICATION

Get a nationally recognized completion certification and take it anywhere in the U.S.

Registered Apprenticeship (RA)

The Youth Apprenticeship (YA) program is supported by the Department of Workforce Development (DWD) Bureau of Apprenticeship Standards. As a YA student, there are pathways available that allow some or all of the work hours you earn during your YA experience to count toward the requirements of a Registered Apprenticeship (RA). To learn more about this opportunity, please review the bridge guide available. For further details, reach out to the Apprenticeship Navigator for your county.

Post-Secondary Education

Your participation in the Youth Apprenticeship program may also provide the chance to earn post-secondary credit. It is crucial that you keep a copy of your training agreement and completed skills checklist to document the skills you've acquired on the job. The [YA Programs TABLE](#) outlines which program admissions requirements are fulfilled by each program at UW System campuses.

VISIT US AT: YAWISCONSIN.ORG

Non-Discrimination Statement

The CESA 6 Youth Apprenticeship Consortium is committed to a policy of non-discrimination. We do not discriminate based on sex, race, color, national origin, ancestry, creed, pregnancy, religion, marital or parental status, sexual orientation, or disability.

Inquiries regarding Section 504 of the Rehabilitation Act of 1973, s.118.13, Wisconsin Statutes, or Title IX of the Education Amendments of 1972 should be directed to the home school non-discrimination officer or the CESA 6 Youth Apprenticeship Consortium Director at ya@cesa6.org. Please include 'Discrimination' in the subject line.

INTERESTED IN YA & SEEKING A PLACEMENT SITE?



We encourage you to reach out and find opportunities that fit your personal and career goals related to the youth apprenticeship program. While your YA Coordinator will offer assistance, going through the job seeking process is a great skill to learn prior to graduation.

WHERE DO I START?



- Visit a business and ask if they are hiring
- Family & friends - someone is likely to know someone in the field you are interested in
- Utilize online resources (indeed.com, linkedin.com) - make a list of local companies
- School staff - they may have connections for you
- Local business community - talk with the chamber of commerce & other social organizations



WHAT TO SAY?

- Keep it brief - they are busy
- Do your research on the company and find out what they do
- Share what skills you have that can be a benefit to their organization or why you want to work for them.

Ask if they offer this opportunity to take a tour or job shadow!



Most jobs are found through referrals, and people you know are often happy to assist!



HOW TO CONNECT WITH THEM

- When a company hears from a student who already wants to get professional experience, they're likely to be impressed that someone so young is taking so much initiative. Reach out to them via phone, email, in-person or through website chat features.



Take time after exploring options. It's natural that you find a few jobs you consider a good fit or have to find out what you want to do... and what you don't!



YOU FOUND AN OPPORTUNITY/ INTERESTED EMPLOYER

- Please connect with your YA Coordinator to determine next steps and if any additional follow up is needed.



FAQ'S

A potential employer may ask about Youth Apprenticeship:

- Is it a paid position?
- How long is the program?
- When can you work?

If an employer needs more information, let them know your YA Coordinator can follow up with to answer any questions they have about the program.



College & Career
Readiness Center



Freedom Area School District

Device Handbook

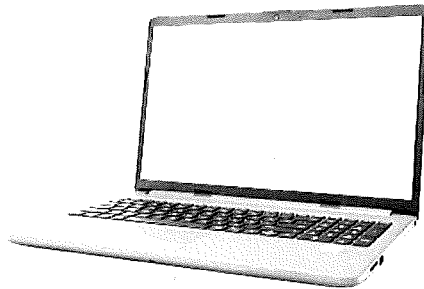


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1. Receiving Your Chromebook

Chromebooks will be distributed to students at the beginning of each school year for 6th-12th grade students. Students in grades one through five will have carts in their homeroom. When a family completes their beginning-of-year paperwork, they will be asked to read the Handbook, including the FASD Acceptable Use Policy. This agreement is to help you understand how to use and protect your Chromebook. Pick-up/drop-off procedures will be communicated by each school's office.

The following items and accessories will be distributed and recorded in the district inventory system:

- Chromebook (with name and barcode affixed to the device*)
- Charging cord with AC Adapter power cord
- Protective case (with student name, student number)

***Identification and inventory tags/labels cannot be removed or modified. If they become damaged or missing, notify the Library immediately. If you remove the tags and do not get them replaced before check in at the end of the year each tag will be a \$5.00 charge.**

2. Returning Your Chromebook

Elementary students' computers will remain in the homeroom teachers' room and be collected at the end of the year. At the Middle School and High School, all Chromebooks will be returned at the end of each school year. Students will retain the same Chromebook from grades 6-12. Students will receive a new one at the beginning of 6th grade. Chromebooks will be collected from grade 12 students before they graduate. If the Chromebook issued to the student is not returned at the end of the school year, when directed, or when a student leaves the district, law enforcement will be notified and the Chromebook will be considered stolen property.

3. Taking Care of Your Chromebook

Care of the Chromebook is the responsibility of the **assigned student**. Refer to section 8a for information regarding damage and repairs.

3a. General Precautions

- a. Do not use food or drink near your Chromebook.
- b. Be careful when inserting and removing all cords, cables, and accessories. (ie - mice and headphones)
- c. Do not leave the power cord plugged in when transporting your Chromebook.
- d. While walking in the hallways, your Chromebook must be closed and in a case (for grades 6-12).
Closed for elementary school students.
- e. Do not carry your Chromebook by the screen or with the screen open.
- f. Do not write or draw on the Chromebook.

- g. Do not place additional stickers, decals, or other adhesives on your Chromebook. Stickers and decals are not allowed to be stuck on computers. Damages due to stickers will be charged to the students.
- h. Chromebooks will have Freedom Area School District identification. This SHOULD NOT be removed or altered.
- i. Do not leave your Chromebook in an area that could become very cold or very hot (such as in a car).
- j. Do not leave your Chromebook in an area that is unsupervised.
- k. When students are not using a Chromebook, they should be stored in a locked locker or in a safe place designated by a teacher (ie- a locked classroom).
- l. Students should not expect to charge their Chromebooks at school. (6-12 Students) Elementary are expected to plug them in every night in the classroom cart.

3b. Carrying Chromebooks - Recommendations

- a. Always carry your Chromebook from the bottom with the screen closed.
- b. Do not use the screen to lift your Chromebook.
- c. Students are expected to use the issued case/bag whenever transporting their Chromebook in the hallways or outside of school for students in grades 6-12.
- d. Device cases are for devices and charging cords only. ***Nothing else should be stored in the case.***

3c. Screen Care

- a. Do not put pressure on the top of the Chromebook, even if the lid is closed.
- b. Close the screen when storing your Chromebook.
- c. Do not store the Chromebook in a case/backpack with items that will put pressure on the screen. Or with any liquids such as water bottles.
- d. Clean your screen with a damp cloth or microfiber cloth.

4. Using Your Chromebook at School

It is expected that Chromebooks will be brought to school fully charged every day.

4a. Chromebook Repair

- a. When your Chromebook is in for repair, you will be issued a loaner Chromebook from the library to use until the repairs are completed. Repairs may take several weeks to complete.
 - i. These Chromebooks may be checked out for home use on an as-needed basis and must be approved by library personnel.
 - ii. The same expectations apply to the Chromebooks on loan during repair periods as for Chromebooks issued to students at the beginning of the year.

4b. Device Security

- a. Out of school - keep the device secured (Ex: at home or other secure places where others do not have access)
- b. School and school-sponsored events - keep the device stored in a secure place (Ex: locked in a locker or other suitable place)
 - i. For example, during athletic events, games, practices, and trips, store the device in a secure place (school locker, gym locker, locked room).
 - ii. Devices left in bags and backpacks or in unattended classrooms are considered "unattended" and may be confiscated by school personnel as a protection against theft.

4c. Sound

- a. Students should keep their sound muted unless a teacher gives permission for it to be on for instructional purposes. **Students will be expected to have headphones or earbuds to use when sound is necessary.**

4d. Printing

- a. Students will be able to digitally share documents with teachers.
- b. Printing is discouraged, but if necessary, printing will be available in each building.

4e. Account Access

In order to gain access to the district network, students must log in with their Freedom Area School District Google account. Students will only be able to use their school account. Do not share your password. Use of another student's account is prohibited under the District Acceptable Use Policy.

5. Managing and Saving Work

- Google Apps for Education is a suite of products that includes mail, calendar, sites, word processing, presentations, drawings, spreadsheets, forms, etc. that allows individuals to create different kinds of online documents, collaborate in real-time with other people, and store documents, as well as other files, in the cloud.
- With a wireless internet connection, you can access your documents and files from any device, anywhere, at any time, no matter where you are.
- All items will be stored in the Google Cloud environment.
- Prior to leaving the district or graduating, students should save any work using Google Takeout to transfer files to a personal Gmail account. (<https://takeout.google.com>). This action must be completed using a personal device or a district desktop device.
- If your device needs repairs, it may require a reload of the operating system which will delete all locally stored files on your Chromebook. Be sure to resave all files in Google Drive.
- Students will be able to access Google Drive offline anywhere, even when wifi is not available. Work will then sync the next time the device is connected to wifi. (<https://goo.gl/5TnGSq>)

6. Operating System on Your Chromebook

Chromebooks are mobile devices that run on “web apps,” rather than “programs” from a hard drive. As long as a Chromebook is connected to wifi, it provides a faster, more secure way to work in word processors, spreadsheets, presentations, etc. All files should be stored in Google Drive, so there's no need to worry about lost homework.

6a. Updating Your Chromebook

When a Chromebook starts up, it checks for updates automatically, so it always has the most recent version of the Chrome operating system. If an update is needed, an arrow will appear in the bottom right corner of the screen. Click this arrow for the update to install. A restart will be required.

Students need to restart their Chromebooks a minimum of once per week.

6b. Virus Protection

At this point, the Chrome OS does not require antivirus; if that changes, our technology department will manage to distribute the software to all devices.

7. Acceptable Use Policy

Freedom's computer network and internet access are provided for the benefit of students and staff for academic purposes. Users are responsible for their behavior and communications while using District technology.

- For a summary of the policy, refer to [Appendix B](#)
- For complete policy, refer to [School Board Policy 6131\(R\)](#)

8. Chromebook Damage and Accessory Replacement

In the event that your Chromebook, charging cord, or carrying case gets broken or fails to work properly, please immediately bring it to the Library Media Center. Do not take district owned Chromebooks to an outside computer service for any type of repairs or maintenance. If the student loses the case or cord, the student is required to pay for the replacement. If the student loses the device or suspects the device has been stolen, the student should notify the Library Media Center immediately so that the district can attempt to relocate/recover the device.

If a device is damaged students/parents will be required (at the discretion of their Principal) to reimburse the District for the cost of repair:

- Broken Screen - \$65
- Broken Keyboard - \$60
- Broken Touchpad- \$55
- Hinge Cover - \$55

- Front Screen Bezel- \$55
- Bottom Cover - \$55
- Top Cover - \$70
- Touchscreen- \$200
- Additional Damage - Up to 100% (\$325) of the replacement cost of the device.

If an accessory is lost or damaged, the student should request a replacement from the Library Media Center. Students/parents will be required to reimburse the District for the cost of replacement:

- Charging Cord - \$25
- Carrying Case - \$30
- Removed Labels - \$5ea.

*Students will not be given replacement items unless the missing item has been paid for. Failure to provide reimbursement prior to graduation will result in loss of participation in the graduation walk will be subject to formal collection procedures (at administration's discretion).

If a district-issued Chromebook is damaged, lost, or stolen as a result of another student's actions, the incident must be reported to school administration. Building administration will investigate the incident and determine appropriate disciplinary action and financial responsibility for any repair or replacement fees.

9. Device Expectations During Remote Learning

In the event of the district enacting a time of remote learning, any students K-12 who are issued a district device to take home would follow all guidelines and policies set forth in this handbook. Parents or guardians are financially responsible for any lost or stolen device that is not recovered in good working order by authorities. When filing an insurance claim, be sure to include the value of the device/accessories as part of the claim. Please contact the school office for the replacement cost.

10. Chromebook FAQs

Q: What is 1:1? Why are we implementing 1:1?

A: 1:1 (or "one to one") is the ratio of devices to students. In a 1:1 plan, every Grade 1-12 student receives a device assigned to them. With the increasing use of technology in many schools' curricula, 1:1 allows students to not only enhance their learning but also teaches them responsible use of the device and the internet. Students who are assigned their "own" device take more ownership of it, causing the rate of repairs in a district to decrease after implementation.

Q: What is "Digital Citizenship"?

A: Digital Citizenship is the responsibility of every student and staff member in the district to understand how technology and the web should be safely and effectively used. Refer to section 7 for more information. Families can also access <https://dpi.wi.gov/internet-safety/digital-citizenship> for more information.

Q: Do you need internet access to use a Chromebook?

A: Some offline functions are able to be used with a Chromebook, but it works best if you have a wifi signal. Refer to section 5 for more information.

Q: What can I do if I do not want my child to have a Chromebook?

A: The Chromebook is a necessary tool to be used in the instructional process and is also required for state testing. Students cannot opt out of a district-issued Chromebook and may be required to use it during any part of the school day. Students can choose to take their device home or keep it at school.

Q: What fees are associated with this?

A: Fees may be assessed due to damage (either accidental or intentional) or loss. Refer to section 8 for more information regarding repair/replacement fees.

Q: What if I want my child to bring their own device from home?

A: Bringing your own device will not work without a data service on it. Non-district devices, including cell phones, are not supported by the same network infrastructure and will not be able to join the district wireless network. Additionally, district staff are not able to troubleshoot or repair these devices. The district assumes no responsibility for damaged personal devices.

Q: What if I have internet connectivity issues at home?

A: The district does not provide tech support for home connectivity issues. Contact your internet service provider (AT&T, Spectrum, etc) if you have connectivity issues at home. Students with no internet access may qualify to check out a hotspot from their school's library.

Q: What is the battery life of a Chromebook?

A: When new, Chromebooks have a rated battery life of 8 hours, depending on use. Students are expected to charge the device every evening to ensure maximum performance during the school day. If a fully charged Chromebook is not sustaining the necessary charge for work throughout the full school day, contact the Library Media Center.

Q: Is there an option to buy the Chromebook

A: Chromebooks issued by the district will not be available for purchase.

Q: Will students be allowed to take their Chromebooks home over the summer?

A: No. Unless permission is granted by district staff.

Q: Can students sign in to a personal account on their Chromebook?

A: No. Students can only use their school Google account @freedomschools.k12.wi.us when using a school-issued Chromebook. If a student uses another account the district accounts and logins for content will not work.

Q: Who do I contact if I still have questions?

A: If you still have questions not addressed in this handbook, contact the Library Media Specialist at your child's building.

High School and Middle School - Nicki Zabel nzabel@freedomschools.k12.wi.us

Elementary School - Korri Kersten kkersten@freedomschools.k12.wi.us

Appendix A: Freedom Device Loan Agreement

This agreement was electronically signed and agreed to during the registration process.

Students agree to abide by all guidelines outlined in the Device Handbook, the full Acceptable Use Policy (found in [School Board Policy](#)), and any additional guidelines outlined by the staff of the Freedom Area School District. The use of the computer network and the internet is a privilege, not a right. School officials may deny, revoke, or suspend access to the network to those who violate one or more of the terms and conditions.

District Adopted Technology Policies for students using district devices, email, social media, AI, curriculum, and district assigned links/ content - [po5136.01](#), [po7540](#), [po7540.01](#), [po7540.02](#), [po7540.03](#), [po7540.07](#), [po7540.08](#), [po7542](#), [po7544](#)

Appendix B: Acceptable Use Policy Summary

This summary is not all-inclusive and addresses portions that are applicable to students. For complete policy, refer to [School Board Policy](#)

Guidelines for Using the Computer Network and the Internet in the Freedom Area School District

Freedom's computer network and internet access are provided for the benefit of students and staff for academic purposes. Users are responsible for their behavior and communications while using District technology.

- a. Priority is given to school assignments.
- b. Respect others.
- c. Conserve resources.
- d. Use school-appropriate language.
- e. Do not make online purchases, unless they are for educational use and prior approval is received.
- f. The network should not be used for non-educational purposes.

School computers interact with Freedom's computer network in invisible but carefully designed ways.

- a. Do not make alterations to computers or run programs from the media.
- b. Do not use non-education sites.
- c. Do not copy programs, tamper with hardware, or enter unauthorized areas of the network.
- d. Do not purchase software without permission.
- e. Do not download/upload/stream non-education files.
- f. No hacking or unlawful activities.
- g. No use of personal identification regarding minors.
- h. No material/activities that could be obscene or harmful to minors.
- i. No modifications to the website without prior permission.

Consequences of Misuse

Any user in violation of this policy will be subject to disciplinary action (ie- restitution for damages, loss of privileges, suspension, expulsion, and referral to local authorities). Users denied access will be responsible for finding alternative resources.

Passwords

Do not share passwords or attempt to log on to someone else's account. If you think someone else may know your password, change it.

Email/Instant Messaging/

Use civility, care, and discretion when sending messages and using resources.

- a. Students in grades 3-12 are provided email accounts for educational use only.
- b. Your email account is the property of the school district and accounts can be accessed by district personnel at any time.
- c. Do not pass on chain mail, non-educational links, spam, etc.
- d. Do not use chat rooms or electronic messaging for non-educational purposes.
- e. The safety and security of minors must be considered when engaged in any of the above.

Privacy

Privacy is valued and respected. However, Network and District administrators have the right to examine the contents of network accounts, internet usage, etc. ALL email, internal and external, both sent and received, is recorded on a read-only server accessible for administrative purposes.

In order to foster independent thought, creativity, and intellectual development, the school will only examine files when there is reason to suspect activity/material that violates the school's code of conduct or the law (ie- criminal activity, obscene, harmful content, etc).

Software

- a. Do not install unauthorized software or files.
- b. Licensing agreements will be upheld for copyrighted software
- c. Do not use privately owned software

Cyber-bullying

Do not use district-owned equipment to harass or cyber-bully (ie- teasing, intimidating, threatening, etc.). Students and community members who believe they have been the victims of such misuse of technology should print out a copy of the offending material and bring it to the attention of a staff member or principal.

Use of Web Tools (ie- social networking, blogs, wikis, podcasts, etc)

The use of web tools is considered an extension of the classroom. Speech that is considered inappropriate in the classroom is also inappropriate in any web tools. When using these tools, students can not share ANY personal information (including username and password).

Copyright and Plagiarism

Users must always document sources, in both formal and informal communications. Do not forward or quote an email without permission from the sender.

Internet Access

Use internet resources wisely. Resources available on the internet outweigh the risks of accessing inappropriate material. Internet users must accept their responsibility for this freedom of access. Computer and internet usage will be randomly monitored for compliance.

Supervision and Monitoring

It shall be the responsibility of all members of the Freedom Area School District staff to supervise and monitor the usage of the computer network and access to the internet at school in accordance with this policy and the Children's Internet Protection Act. In addition, content filtering will follow a device even offsite. Procedures for modifying any technology protection measures shall be the responsibility of the Technology Department.

Safety

Parents, students, staff, and administration should be aware that:

The District has no control over the content residing on the internet or the actions of other internet users. Parents, students, and the adult community are advised that connected computers may contain material that is illegal, dangerous, inappropriate, etc. The District does not condone or permit the use/viewing of such material, and persons are prohibited from bringing such material into the school environment. The District will educate minors about appropriate online behavior.

Disclaimers

- a. The District cannot guarantee network functionality or the accuracy of information.
- b. The District does not guarantee the effectiveness of internet filtering.

Student and Parent/Guardian Responsibilities

Students must indicate that they and their parent or guardian understand the responsibilities of network usage by signing a user agreement, and that failure to follow it will result in consequences.

The Acceptable Use Permission and Release Agreement form for students is signed electronically by the student and their parent or guardian during the annual registration process.

CIPA (Child Information Protection Act) definitions of terms:

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

1. **OBSCENE**, AS THAT TERM IS DEFINED IN SECTION 1460 OF TITLE 18, United States Code;
2. **CHILD PORNOGRAPHY**, AS THAT TERM IS DEFINED IN SECTION 2256 OF TITLE 18, United States Code; or
3. Harmful to minors.

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

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

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

Freedom High School



Co-Curricular Code of Conduct 2026-2027

Philosophy

Co-Curricular activities are an integral and valuable part of a student's high school experience, and Freedom High School is committed to sponsoring a wide variety of such activities. Freedom High School recognizes that participation in a co-curricular activity is a privilege offered to its students. While difficult to measure, the educational value of co-curricular participation is extensive. Students not only develop physical, mental, and social skills, but also positive values and attitudes that they will take with them into their adult lives. All organized activities in life – be they work, play, or school related – place expectations upon participants. This code details those expectations as they pertain to all co-curricular participation at Freedom High School. Participation in activities is a privilege earned, in part, by accepting and following the regulations contained in this co-curricular code.

Students Covered by the Co-Curricular Code

For the purpose of disciplinary procedures, this code is divided into two Groups (1 & 2) of sports/activities in which students may be involved. Because of the two Groups' differences (i.e. competitions vs. service, number of contests, clearly defined seasons, etc.), the penalties for violation of school district policies and rules vary depending on whether the student is in a Group 1 or 2 activity.

Group 1 Activities:

Refers to all WIAA Sports

Baseball	Hockey (co-op boys and girls)
Basketball (boys and girls)	Lacrosse (co-op boys and girls)
Cheer	Soccer (boys and girls)
Cross county (boys and girls)	Softball
Dance	Track and Field (boys and girls)
Football	Volleyball
Golf (boys and girls)	Wrestling (boys and girls)

Group 2 Activities*: Refers to all Co-Curricular Activities not mentioned in Group 1

Academic Decathlon	Math League
Art Club	Medical Mentoring
Art NHS	National Honor Society
Bowling Club	Peer Educators
Bio Club	Rainbow Road
Book Club	Robotics
Chess Club	Sources of Strength
Creative Writing Club	Spanish Club
eSports	Student Council
FFA	Student Athletic Advisory Board
Fishing Club	Team Unity
Forensics	Trap Shooting Club
Freedom Auto Club	Yearbook

*List is non-inclusive and may change based on school year

Note: A student with a code violation is ineligible for the next dance court that they can represent their class within one calendar year of the violation and Athlete of the Year.

Eligibility

Student-athletes must meet all W.I.A.A. requirements for eligibility

1. WIAA Physical or Alternate Year Card is required for students participating in interscholastic athletics, cheerleading, and dance.
2. Concussion Form, Insurance Verification, Co-Curricular Code, Assumption of Risk, Emergency Medical Form, all must be signed as well as payment of all extra-curricular fees before an athlete can attend practice.
3. The Co-Curricular Code is in force all year round (WIAA Rule)
4. Co-Curricular Code conduct violations are cumulative over the student-athlete's high school career.
5. Students and parent(s)/guardian(s) must attend a school-sponsored WIAA parent-athlete co-curricular code explanation.
6. Students and parent (s)/guardian (s) must attend a mandatory pre-season meeting for each sport they participate in, which will cover sport-specific rules and expectations.
7. Student athletes will display behavior/conduct consistent with the ideals, principles, and standards of the activity and FHS.

Athletic Physicals

All athletes must have a physical examination before they will be allowed to participate in any athletic program (including practice). Physical forms are available in the high school office or on the district website.

Examinations allowing participation are good for 2 years (green form). Athletes who are not required to have an examination in a particular year must have an alternate year form (yellow colored) signed by their parents allowing participation. Athletes and their parents should be aware that it is their responsibility to arrange for their physical as well as make payment for them. ***Each year a form, physical or alternate year, must be completed and uploaded to the rSchool Athletic website.** <https://freedomschools-ar.rschoolday.com>

Attendance

1. Unless there are extenuating circumstances, as determined by the athletic director or principal, a student is required to attend classes on time, the day after an athletic activity/contest/event.
2. In the case of an illness, a student must be present for their first class/study hall after lunch, to participate in practice or a scheduled contest/event on that day unless approved by an administrator.
3. If a student is suspended out of school or in school for any reason, the student will not be able to participate in any practices, performances, and competitions that occur during this time.
4. All Group 1 participants are expected to attend all practices and games/meets unless excused by the coach of the sport involved or by administrative excuse; failure to comply will result in discipline and/or suspension. Students may be dropped from team membership for not being in good standing with the team and/or failing to attend school and go to practices, classes, and study halls.
5. Students may also be withheld from competition/participation for insubordination or disrespect to any school employee, coach, opponent, or official or not meeting the requirements of individual coaches/advisors.
6. If a student is suspended for a **code** violation (not academic) for one or more WIAA tournament competitions, the minimum penalty is immediate disqualification of that student for the remainder of the total tournament series in that sport. (WIAA Rule – The WIAA tournament series is considered one contest).
7. The administration has the right to address violations not covered by this code, including misdemeanors, felonies, and violations of statutory law, and assess penalties accordingly.
8. A student who transfers from any school with a status of ineligibility for disciplinary reasons retains such status at his/her new school for the same period as decreed by the former school. (WIAA Rule)

Participation Limitations, Leaving the Team, and Lettering

1. Student-athletes may participate in more than one school-sponsored Group 1 activity during any given season, only after the approval of the advisor/coach, parents, and athletic director. A written plan, specifically designating which practices and games/meets/contests the individual athlete will attend will be established before approval will be given.
2. Individuals who voluntarily sever their team affiliation and/or quit during the season and later have a change of heart may be reinstated to team status at the coach's discretion.
3. Letter winners must meet sport requirements and must complete the sports season in good standing with the team/squad and coaching staff to qualify for a letter. Students who had code violations during a season are not eligible for any special end of season awards – MVP, Most Improved, All-Conference, All-State, etc.- for the season in which a code violation has occurred.

Transportation Regulations

Groups 1 and 2 members must use the mode of transportation provided by the schools. A participant who travels to an activity with a school group must return with his or her group unless parents request to take the student-athlete home in their private vehicle with coach/advisor approval. Said request must be in writing in advance of the event, or in person the day of the event. Only the legal parent or guardian will be given this prerogative. If an athlete cannot ride with the team to the activity the coach/advisor and AD must give approval prior to the event.

Hazing

Hazing in athletics or activities is prohibited. Hazing is defined as doing any act to intimidate or make another, including the victim, to do any act of initiation toward any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. No student shall plan, encourage, or engage in physical harm to any person. No student shall plan, encourage, or engage in any form of hazing in practices, competitions, or performances. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. The student faces penalties regarding participation from athletics and other activities for violation of this policy.

Specific Team Rules

Coaches or advisors of individual activities may establish more specific rules for their programs with the approval of the administration. Any specific training rules and other regulations set up by individual coaches should be written, on file with the Athletic Director, and available to all members of the team or squad. Items, which may be covered, include conduct, actions, appearance, practice attendance, etc.

1. WIAA, Conference, and school rules will apply
2. Rules may not supersede National, State, WIAA, Conference, or School Rules
3. A copy of specific rules must be provided to and approved by the administration prior to the start of the activity season
4. Notification- Copies of specific rules will be provided and explained to all participants during the pre-season meeting that is required for all sports.

Athletic Injuries and Care

1. All injuries must be reported to the supervising trainer and their coach immediately. The coach or trainer, if available, will file the appropriate accident report within 48 hours of the injury.
2. In case of emergency, students will be sent to the nearest hospital, unless parents/guardians indicate that the student should be sent elsewhere.
3. The trainer, varsity coach, and athletic director should be informed prior to participation of an athlete who has any special medical problems (diabetes, epilepsy, etc.).
4. To assure that sufficient recovery or healing has occurred and the athlete is physically able to return to

competition, he/she must have a certificate signed by a doctor stating and indicating the date of return. This is a WIAA Rule designed to provide some assurances to the parent, coach, and school that the athlete has recovered from the injury. The certificate is to be given to the Athletic Director for their files and the Athletic Director will pass it on to both the coach and trainer.

Wisconsin Statute

In accordance with state statutes, legal authorities will share law violations with the school as follows:

Wisconsin Statute S.938.396 (1m) permits law enforcement agencies to provide school districts any information in their records relating to use, possession, or distribution of alcohol, controlled substances, or controlled substance analogs by students enrolled in the school district.

In addition, law enforcement agencies are permitted to provide school districts any information in their records relating to the illegal possession of a dangerous weapon by a juvenile, the commission of certain serious acts by a juvenile, and any information in their records relating to acts for which a juvenile was adjudicated delinquent.

Expulsion renders the student ineligible to participate in any co-curricular activity during the term of the expulsion and upon return from expulsion unless otherwise agreed to in writing by the student, parents and district administrator at the time of the student's return. Convicted felons are ineligible for any co-curricular participation until the district administrator has a hearing to determine eligibility status. The grouping described as "convicted felons" is considered to include juveniles convicted of an offense that if committed by an adult would be a felony.

Academic Eligibility

1. In accordance with WIAA regulations, a student-athlete must be a full-time student enrolled in Freedom High School and have received no more than one failing grade (including incompletes) in the most recent grade-reporting period.
2. Students who earn 2 or more F's in any grading period, including incompletes (see number 4) will be declared academically ineligible.
3. A student who becomes academically ineligible may regain eligibility on the 16th school day by meeting the academic standard (passing all classes) following a period of 15 scheduled school days and nights of ineligibility. A student who has incompletes will become eligible immediately when they have made up all work and are passing all classes.
4. The first term, second term, third term, and fourth term, grades will be used to determine academic eligibility.
5. Students' fourth term grades will be used to determine eligibility for the first term of the following school year. The ineligibility will be adjusted as follows for students in fall sports in which the date of earliest allowed competition is before the first day students are in class.
6. Fall Sports – The minimum ineligibility period shall be the lesser of 21 consecutive calendar days beginning with the date of earliest allowed competition in a sport or one-third of the maximum number of games/meets allowed in a sport (rounded up if one-third results in a fraction). A student may erase ineligibility status related to the last grading period through summer school courses in which core courses are taken.
7. While under academic suspension, students are expected to participate in all practice sessions and attend all contests/events as long as there is no missed school time. At the end of the academic suspension, the student must provide written proof from the teachers to the Athletic Director that he or she is passing ALL classes. The Athletic Director will give the student a form that all teachers have to sign to determine the student's eligibility. The student is responsible for picking up the paper from the athletic

office and returning it with all required signatures. If after the first fifteen (15) day period a student is not passing ALL classes at the end of suspension, and is still receiving failing grade(s), their grades will be checked again after the next five (5) school days. Grades may be checked up to three (3) times following the initial fifteen day period: if a student is not passing after the third grade check they will be ineligible for the remainder of the grading period. An ineligible student cannot participate in any program's contests during the period of ineligibility (students may practice at the discretion of the coach and athletic director). If the student regains eligibility, the Athletic Director will give the athlete a piece of paper to hand to their coach to reinstate them to the team. Grade check's after eligibility has been established will stop until the next grading period.

8. High school students who transfer to Freedom High School will have their last grades at their old school, be they term, quarter or semester, used in determining eligibility status.
9. A student who is enrolled in any state-approved EEN program and receives no usual grades for such courses may be eligible if he/she is making satisfactory progress in his/her total school program as indicated by his/her IEP.
10. When enforcing consequences, use the number of contests that are game/meet maximums for the sport are used. If the number results in a fraction, consequences will be rounded up.
11. Participants must be in good standing with the team until the season's end in order to complete any suspension. If an athlete quits a sport while under suspension, the full suspension will still be in effect.
12. Multiple suspensions and or academic ineligibility must be served consecutively and may not be served concurrently (i.e.: an athlete must be academically eligible first in order to then serve any code violation suspension)
13. Suspensions will be figured and must be served at the highest level a student-athlete will participate in (V, JV1, JV2) during the course of a season.

Alcohol, Controlled Substance, and Tobacco Violations

Principles and Philosophies

1. This policy is designed to help students and parents cope with drug, alcohol, and tobacco use. Accordingly, the policies established by the Freedom School District are based upon the following beliefs:
2. There is no such thing as responsible use of controlled substances/mood altering chemicals, alcohol, or tobacco by any high school student. Adolescent use is against the law, it jeopardizes the student's health and safety; and it inhibits attainment of individual potential and goals. Therefore, any use of controlled substances/mood altering drugs, alcohol, or tobacco by student-athletes/participants will not be tolerated.
3. Student-athletes/participants are in a highly visible setting of leadership and/or competition/performance. Therefore, these student-athletes/participants will be held to a higher accountability of conduct and behavior than the student who chooses neither to participate nor to represent Freedom High School.
4. We believe that the parent(s)/guardian(s) have a right to be informed. Therefore, the parent(s)/guardian(s) will be contacted regarding findings by school staff.
5. We believe the purpose of the drug, alcohol and tobacco policies are to encourage/reward a student for agreeing to follow assistance recommendations and confront a violation honestly.
6. The suspended individual will be required to practice and attend games/matches and may sit with the team for all contests during the suspension.
7. The use or possession of alcohol, tobacco, and other drugs or controlled substances by any student who participates in co-curricular activities will not be allowed. Alcohol, tobacco, other drugs and/or criminal violation penalties shall be cumulative for each violation committed during the participant's high school career. While under suspension, the student must be at all practice sessions and home contests. If a participant misses a required practice, it may result in additional penalties determined by the coach.

8. Students do not need to be criminally charged or criminally convicted to be found in violation of the activities code.
9. A student will be provided relief from a code of conduct violation if they are a victim or witness to a sexual assault and report the crime by calling 9-1-1, request emergency assistance, cooperate with law enforcement either at the scene or at a medical facility, and meet the state amnesty law requirements.

Mere Presence Policy

1. **Presence in bars or attendance at parties where drinking of alcoholic beverages or use of alcoholic beverages or use of illegal drugs is occurring is prohibited.** This rule is not meant to include presence in an establishment that is primarily an eating place or presence in such places with parents. This rule is not meant to prevent being employed in such places. Presence in places such as golf courses or bowling alleys where alcoholic beverages are served is not prohibited.
2. **Students should avoid situations where their guilt or innocence is questioned.** Students are not prohibited from attending weddings, reunions, anniversaries or other ceremonial functions where alcohol is served, but they may not consume alcohol or be in possession of alcoholic beverages even though they have parental permission. Parental permission does not override the provisions of this code.
3. **If a student is in attendance at a party or gathering where alcohol or other drugs are present,** outside of the exceptions noted above, as evidenced by: 1) the student's own admission, 2) a police report, 3) a signed statement from a responsible adult witness (i.e. parent, teacher, coach, etc.) or 4) visual evidence such as photographs (**exception: If the student is holding an alcohol or tobacco/vape or look-a-like product in the picture a 25% penalty will apply**), and it is determined that the student has not consumed any of the substances listed as banned throughout this document, the initial penalty will be a one (1) game suspension for Group 1 and ten (10) hours of school or community service for Group 2. As a second offense, the penalty would be loss of 25% of contests for Group 1 Activities and 20 hours of community service for Group 2 Activities. All school or community service requirements must be served prior to any Group 1 competition or Group 2 involvement taking place.

Hosting a Party

A student who has a gathering at his/her home/property where alcohol or drugs are being used will be given a penalty at the next highest level above the level she/he would normally receive. Example: If a student hosts a party and it is the student's first violation, since the party was at her/his home/property, the student would be given a violation as her/his second offense. Note: A student who hosts a party may not use the honesty penalty reduction.

Reporting Conduct Violations

All reports of violations must be submitted in writing and signed by the person making the report. The investigator of the allegations must also be able to contact the individual who reported the violation.

First Violation

Participants who use and/or possess, distribute, or purchase alcohol, tobacco products, drugs, and/or all illegal substances and/or legal substances such as inhalants that produce a drug-like effect, including look-alike drugs, will be suspended from participating in 25% of the total number of scheduled events with carryovers into other seasons. The student-athlete will also be required to meet with the guidance department. The guidance department will meet with the student and do a screening to determine whether a formal AODA assessment will be needed, and if it is needed, it would be at the family's own expense. The student-athlete must provide proof of meeting with guidance to the Athletic Director before regaining eligibility. The suspended individual will be required to practice and attend games/matches and may sit with the team for all team contests during the suspension.

Second Violation

Participants who use and/or possess or purchase alcohol, tobacco products, drugs, and/or all illegal substances and/or legal substances such as inhalants that produce a drug-like effect, will be suspended from participating in 50% of the total number of scheduled events with carryovers into other seasons. The student-athlete will also be required to meet with the guidance department. The guidance department will go over options with the student to enroll in an AODA assessment and follow up program at his/her own expense. The student-athlete must provide proof of enrollment to the Athletic Director before regaining eligibility. Once the assessment is completed the students must provide proof of completion to the Athletic Director. The suspended individual will be required to practice and attend games/matches/activities and may sit with the team for all home contests during this suspension.

Third Violation

A third violation will result in suspension in participation from all Group 1 Activities for one (1) calendar year. The student will be referred to the building administrators and district administrator to determine what type of support services need to be provided to the student.

Subsequent Violations

Students will be referred to the building principal to determine future opportunities to participate.

Student Self-Referral of Violation Policy

Freedom High School promotes students taking responsibility for their actions. If a student violates the Co-Curricular Code for the first time in the areas of drug, alcohol, or tobacco, or commits an illegal act, their suspension will be reduced by one-half if they report the violation to a school administrator during the first school day following the date of the violation. If a student does not attend school on the first day following the violation, the student still has the responsibility to contact either the Athletic Director or any other school administrator to report the violation.

The reduction of the suspension is null and void if the self-reporting does not take place during the first school day following the violation or if a police citation has been issued prior to the student approaching administration. A student may only receive the self-referral policy suspension reduction once during their high school career.

If the violation takes place during an extended or summer break, the student has seven days from the date of the violation to report the violation to the Athletic Director or any other school administrator. If school resumes before the end of the seven days, the student must report on the first school day back. This policy only refers to violations that are not known to school administration. Being honest after being found in violation of the co-curricular code does not constitute a self-referral.

Other Serious Violations and/or Conduct Unbecoming of a Student-Athlete (including, but not limited to the following)

1. Organizing, hosting, or having gatherings where drinking alcohol or use of controlled substances takes place, selling, providing, or distributing alcohol or controlled substances including the misuse of prescription or over the counter drugs
2. Possession of a dangerous or concealed weapon
3. Theft
4. Vandalism
5. Threatening a staff member
6. Battery or sexual assault

7. Actions that require intervention by the police
8. Being charged with or committing a felony
9. Inappropriate cyber images and/or behavior associated with technology
10. Bullying/hazing/harassment of any kind (cyber/social networks etc.)

Any student-athlete who commits any of these violations may be suspended immediately and may be suspended up to one calendar year pending a review by the Board of Appeals. The seriousness of the offense will determine the penalty. These violations are cumulative with other code violations.

Alcohol and Other Drug Violation Guidelines

1. The Co-curricular code is in force all year round for everyone beginning August 1st of your freshman year. Violations between seasons will be applied to the next contest/activity.
2. If a student is participating in more than one co-curricular activity at a time, the full consequence will apply to each activity.
3. For violations that occur during the summer months, the appropriate penalty would begin for all fall activities on the first day of practice. If the student does not participate in a fall activity the appropriate penalty would begin the first day of practice in the next season the individual participates in.
4. When enforcing consequences, the total number of game/meet maximums will be used. If there is a fraction, consequences will be rounded up.
5. Suspensions will be figured and must be served at the highest level (Varsity, JV1 or JV2) a student-athlete will participate during the course of a season.
6. Participants must be in good standing with the team until the season's end in order to complete any suspension. If an athlete quits a sport while under suspension, the full suspension will still be in effect.
7. Students do not need to be criminally charged or criminally convicted to be found in violation of the activities code.

Group 2

Enforcement and Penalties for Group 2 Violations

When a violation occurs, the advisor has the responsibility to enforce the rules and regulations as stated in this code of conduct. The minimum penalty for any violation will be 10 hours of community service. and the maximum penalty will be suspension from all activities for one calendar year. The administration and the advisor will determine the penalty and length of suspension.

Procedures and Appeals

1. A Board of Appeals will be formed to consider infractions of rules that are not resolved between the coach/athletic director/advisor. During the appeal procedure, the participant will be under suspension for his/her violation until a ruling can be made by the District Administrator.
2. The Board of Appeals will consist of the following: principal and three coaches/advisors.
3. The coaches/advisors shall be assigned to the "review hearing" from a prepared roster. The roster shall be alphabetically developed and have at least one male and one female on the committee. The coach/advisor who is currently, or next (if between seasons) to coach/advise the student athlete is exempt from the hearing. The coaches/advisors shall be selected on a next in line situation. If a person is bypassed because his/her position is needed to be gender neutral or because he/she is the coach/advisor (in season) of the student concerned, he/she then will be first on the next review board.
4. If the roster should be used totally in one year, then the rotation starts over. New coaches/advisors to the system shall take their place in alphabetical order and shall start whenever their turn comes up.
5. The hearing shall be chaired by the principal. The athletic director shall be responsible for the summary

- and coordinate the date of the meeting, place, and alert the coaches/advisors who are to serve.
6. If there is a minority opinion in disagreement with the majority decision, they will be asked to write and sign their minority opinion. If no such opinion is expressed or written, it is assumed there is then a unanimous decision.
 7. During the hearing, the student may be represented by parents/guardians/counsel. It shall be general practice that where there is more than one student involved in the same situation, the students shall be heard on a separate basis and the order or procedure shall be determined by the principal.
 8. A telephone call by the athletic director will be made to the home concerning the results and decision of the Board of Appeals. A copy of the results of the hearing will be mailed to the parents/guardian, the student concerned, and students coach/advisor.
 9. Cases that are not resolved by the Board of Appeals can be appealed to the District Administrator. An appeal to the District Administrator shall be requested in writing within five school days after receipt of the review board's decision. The board of education will schedule a board of education hearing within ten school days from receipt of the Board of Appeals decision. The District Administrator will notify, in a timely manner, all participants involved in the appeal hearing.
 10. The District Administrator shall furnish such material as has been used to this point as well as any such new material raised at the time of consideration. The material shall be furnished in a timely manner as to allow reasonable consideration and understanding of the issue.
 11. The results of the District Administrator hearing shall be communicated to the parent/guardian/student and coach/advisor in writing within five school days of the hearing.
 12. Cases that are not resolved by the District Administrator can be appealed to the Board of Education. An appeal to the Board of Education shall be requested in writing within five school days after receipt of the District Administrator's decision. The Board of Education will schedule a hearing within ten school days from the receipt of the appeal request. The Board of Education will notify, in a timely manner, all participants involved in the appeal hearing.
 13. The Board shall furnish such material as has been used to this point, as well as any such new material raised at the time of consideration. The material shall be furnished in a timely manner as to allow reasonable consideration and understanding of the issue.
 14. The results of the Board hearing shall be communicated to the parent/guardian/student and coach/advisor in writing within five school days of the hearing.
 15. During this appeal procedure, the participant will be under suspension for his/her violation until a ruling can be made by the Board of Education.
 16. Decisions relating to the WIAA rules may be appealed to the WIAA Board of Control.

WIAA NIL (Name-Image-Likeness)

Rules of Eligibility Article IV Section 1 (Amateur Status) Section 1 – Loss of Eligibility

1. An athlete forfeits amateur status in a sport by capitalizing on athletic fame or by receiving money, compensation, endorsements or gifts of monetary value in affiliation or connection with activities involving the student's school team, school, Conference or WIAA (scholarships to institutions of higher learning are specifically exempted). This provision is not intended to restrict the right of any student to participate in a Name, Image and Likeness (NIL) commercial endorsement provided there is no school team, school, Conference or WIAA affiliation.

2. Prohibited NIL Activities:

- a. The student shall not appear in the uniform of the student's school and does not utilize the marks, logos, etc. of the school team, school, Conference or WIAA as part of any endorsement.
- b. The student shall not promote activities nor products associated with the following:

gaming/gambling; alcoholic beverages, tobacco, cannabis, or related products; banned or illegal substances; adult entertainment products or services; weapons (i.e. firearms)

c. The compensation is not contingent on specific athletic performance or achievement (ie. financial incentives based on points scored).

d. The compensation is not provided by the school or persons associated with school as an inducement to attend a particular school (“recruiting”) or to remain enrolled at a particular school. Note: Definition of Persons Associated With School include, but are not limited to; current or former coaches, current or former athletes, parent(s)/guardian(s)/caregiver of current or former student/athletes (exception of one's own parent) , booster club members, alumni, spouses or relatives of coaches, teachers and other employees, coaches who become employed, active applicants for coaching positions, and persons who are employed by companies or organizations that have donated monetarily, athletic supplies, equipment or apparel to that school.

e. The NIL activities do not interfere with a student-athlete’s academic obligations.

f. A student does not miss athletic practice, competition, travel, or other team obligations in order to participate in NIL opportunities.

g. A student can not utilize representation or contract an agent. School districts or its employees are not allowed to help facilitate deals for student-athletes

- ☐ **The Athletic Director will be responsible for revising this handbook. Changes will be based in part on recommendations from the administration, athletic department, students, and community members and are subject to approval by the board of education.**
- ☐ **Revised June 2026**

FREEDOM HIGH SCHOOL

PARENT/GUARDIAN & STUDENT AGREEMENT

We, as parent(s)/guardian(s) and student, acknowledge that we have read the Freedom High School Co-Curricular Code and agree to abide by the rules and regulations as stated.

Date

Parent or Guardian Signature

Date

Student Signature



Freedom Area School District Student Travel Permission Form

The Freedom Area School District provides transportation to and from athletic/school events & contests using school-approved vehicles.

Important Requirements

- Prior approval has been obtained from the Coach, and this permission form has been completed and signed.
- This form must be presented to the coach prior to departure.
- The form must be signed by a parent or legal guardian.
- No exceptions will be made.

Event Name: _____ Date of Event: _____

Student Name: _____

Transportation Option (select 1)

- ☐ Self (parent/guardian signature required)
- ☐ Another Student (parent/guardian & additional parent/guardian signature required)
- ☐ Students Own Parent / Guardian (parent/guardian signature required)
- ☐ Another Students Parent / Guardian (parent/guardian & additional parent/guardian signature required)

I acknowledge that the Freedom Area School District assumes no liability for injuries or incidents that may occur when a student is not using school-provided transportation.

Parent/Guardian Signature: _____

Additional Parent/Guardian Signature (if applicable): _____

Freedom Area School District Permission to Leave School Grounds for Practice



This form must be completed and returned to the coach prior to any student leaving Freedom High School grounds for practice. If this form is not completed in advance, the student will not be permitted to leave school grounds.

Student Name: _____

Activity: _____

Practice Location: _____

Names of Other Students Being Transported:

Students may only transport other students with written consent from the parents/guardians of all students involved.

By signing below, I acknowledge that the Freedom Area School District assumes no liability for any injuries or incidents that may occur while a student is not using school-provided transportation. I understand that the parent/guardian assumes full responsibility for the student driver and any passengers.

Parent/Guardian (Driver) Name & Signature:

_____ Date: _____

Parent/Guardian (Passenger) Name & Signature:

_____ Date: _____

Parent/Guardian (Passenger) Name & Signature:

_____ Date: _____

Parent/Guardian (Passenger) Name & Signature:

_____ Date: _____



Freedom High School
Pre-Planned Absence Form



My Child: _____ Grade: _____

Will be absent from school starting _____

and returning to school on _____

Reason for Absence _____

<u>Period</u>	<u>Assignments</u>	<u>Teacher Signature</u>
1A	_____	_____
1B	_____	_____
2A	_____	_____
2B	_____	_____
3A	_____	_____
3B	_____	_____
4A	_____	_____
4B	_____	_____

Your child must contact each teacher for assignments and submit this form, signed by a parent, to the office prior to leaving.

Parent Signature _____ Date _____

Administrative Signature _____ Date _____

Approved _____ Denied _____

District Bus Transportation

Lamers Bus Lines (920) 687-2671 Ext. 2

SCHOOL BUS RULES AND REGULATIONS:

State law requires that the district transports everyone who lives over two miles from school but within the Freedom boundary lines. The driver has authority to administer the rules (see Transportation Handbook below) and to assign a student to a particular seat. Any student who fails to follow bus regulations will be reported to the school administrator by using a bus discipline slip.

STUDENTS MAY ONLY RIDE THEIR ASSIGNED BUS.

All 4Kindergarten through grade 12 students will not be picked up or dropped off at places other than their regular designated stop. This includes early out and emergency dismissal days.

BEFORE BOARDING THE BUS:

1. Please be at your designated stop 5 minutes prior to the bus's scheduled arrival time to help maintain a consistent schedule and for safety reasons. Students should not have to run to catch the bus or wait inside the house for the bus to arrive. The bus will not wait for any students. It will come to a full stop at the pick- up point, and if the student is not in sight, the bus will immediately proceed. Students must wait at the end of their driveway or at their designated stop. If the student is not at the pick-up point for three consecutive days, the bus will not stop again until Lamers is notified.
2. Students are to conduct themselves in a safe manner while waiting for the bus. Students should not be playing in the road while waiting for the bus.
3. Do not move toward the bus until it comes to a complete stop. Line up in an orderly manner. There should be no pushing, take your time for safety's sake.
4. In boarding while the bus is on the road, check to be sure no traffic is approaching, wait for a signal from the bus driver, and cross at least ten feet in front of the bus.

WHILE ON THE BUS:

1. Always follow the directions of the bus driver.
2. Do not manipulate younger children in order to get a seat. If assigned to a seat, go directly there and sit down.
3. While the bus is in motion, no standing or changing of seats.
4. Always be courteous to fellow students, the bus driver, and passersby. Respect others and their property.
5. The use of profane, or immoral language, threatening others, harassment and/or abusive behavior will not be tolerated.
6. Refrain from loud singing, yelling, cheering, etc. that could divert the driver's attention.
7. Keep quiet when approaching railroad crossings.
8. Throwing things (including water) on the bus and out of the windows is strictly prohibited.
9. The bus windows are to remain closed unless the driver gives you permission to open them. While open, always keep your hands or any objects inside the bus at all times.
10. All articles, such as athletic equipment, books, electronic devices, musical instruments, etc. must be kept with the student and out of the aisles. Students are responsible for these items at all times. Do not bring any toys or rain umbrellas on the bus. No articles are to be left alone in a seat. If personal items become a problem, they will be confiscated.
11. Any damage to the bus or bus equipment caused by a student will be paid for by the student and his/her parents.
12. The emergency door is for emergency evacuation only. Remain in your seat in case of road emergency unless directed to do otherwise by the driver.
13. No smoking or alcohol is allowed. No eating, chewing gum or drinking is allowed (water only). All garbage needs to be picked up. Students must always be responsible for a clean bus.
14. Once you have boarded the bus at school, you are not allowed to go back into school for forgotten items. They are also not allowed to get off the bus for any reason unless they have a note.
15. To help substitute drivers on unfamiliar routes, students are asked to come to the front of the bus before their stop.
16. Only radios with headphones will be allowed on the bus, no other loud toys, and no boom boxes, etc.

LEAVING THE BUS:

1. Remain in your seat until the bus comes to a complete stop. No pushing, shoving, running, or jumping out the door will be allowed. Walk down the bus steps in an orderly manner and use the handrail. Walk across the road, never run. Get off the roadway quickly and safely.
2. Move away from the bus quickly. By staying close to the bus after unloading, you put yourself in potential danger.
3. When crossing the road, wait to receive a signal from the bus driver, check for traffic approaching, and cross at least ten feet in front of the bus.
4. Students picking up mail/newspapers should do so after the bus leaves.
5. Once you are across the road, do not come back to the bus.

6. 4kindergarten – kindergarten: a parent/adult must be visible for the bus driver to see you. They will not drop off the student until they see an adult.

BUS ROUTES:

Bus routes are generally confined to State roads, County roads and Town roads. Buses will not travel on dead end roads or Cul de sacs that do not have sufficient area for the bus to safely turn around without performing a backing maneuver. Generally, students residing on State, County and Town through roads will be picked up at the intersection of their driveway and the road. In residential neighborhoods student stops may be consolidated into a centrally located “Cluster Stop”, this may be a group stop at a particular student’s driveway or at a nearby corner. These “Cluster Stops” will be determined by Lamers with Freedom Area School District approval.

The distance to walk to a pick up point generally shall not exceed 1/8 mile for preschool-kindergarten students, and 1/4 mile for older students. However, safety of operation may dictate pick up points that exceed this guideline. Schedules are made to pick up students and arrive at school before the start of the first class, but no earlier than 25 minutes before the start of classes.

GENERAL GUIDELINES.

1. Notification In Case of Inclement Weather: school officials and Lamers use weather reports from the Highway Dept. and Sheriff’s Dept., the National Weather Service and the local road spotters in making a decision to cancel school. Parents are asked to not call Lamers, school, or bus drivers. Please listen to local radio and TV stations. Buses will travel on plowed roads only.
2. If your Elementary student will not be riding home on the bus on a particular day, you must write a note to the school requesting your child to be waiting in the office. If the school does not receive a written request, your child will be placed on the bus.
3. Your child can be picked up at one address and dropped off at another but pick up and drop off sites must be consistent each day.
4. Parents of 4Kindergarten and Kindergarten children must have someone visible at the drop-off site.
5. Any lost items on the bus will be kept for one week in the front of the bus. After this time, the driver will take it into Lamers and put it into their lost and found. After that it will be brought to the school and put into their lost and found.
7. Early Dismissal Due to Weather: If there is a need to send students home early in the school day because of deteriorating road conditions, the school generally releases the students after the lunch hour. Please make sure you have filled out your Early Dismissal Form. The buses will get to the schools as soon as possible.
8. Should the school bus have to turn around in your driveway, please keep it clear of vehicles, snow, and garbage cans.
9. If your child(ren) are going to be gone an extended amount of time, call Lamers and let them know the dates and when they will return.
10. If your child(ren) are no longer going to ride the bus, call Lamers and let them know. This way the driver doesn’t have to continue to stop at your house or assigned stop.

EXTRA CURRICULAR TRIPS: All rules and regulations will apply to any trip under school sponsorship.

1. Students shall respect the rules of chaperones appointed by the school, as well as respecting the bus drivers rules.
2. All students participating in extracurricular trips should return on the bus unless other arrangements have been made with the coach or chaperone.
3. Food or drink on the bus will only be allowed at the discretion of the drivers, teachers or chaperones.
4. Buses must return clean and all garbage in the trash can.

STEPS IN STUDENT CONTROL ON THE BUS:

Step 1 **Verbal Warning** - The driver will first attempt to talk with the student individually whenever possible to resolve the problem. Lamers will contact parents with drivers' concerns. The next step will lead to a written write up. The school will also be notified.

Step 1 **Assigned Seat** - If talking with the student proves that the verbal warning is ineffective, the student may be assigned to a specific seat for a period of time or possibly the rest of the year. The school will be notified that the student is in an assigned seat and for how long.

Step 2 **Write Up** - If step 1 has been tried and are not successful, and the problem continues, the child will be reported to the school administrator with a SCHOOL BUS INCIDENT REPORT TO PARENTS.

1st time - Warning box checked

2nd time - 1st offense box checked

3rd time - 2nd offense box checked

4th time - 3rd offense box checked (which could lead to suspension)

The bus report is written by the driver, turned into the school administrator who then disciplines the student and sends a copy of the report to the parents.

***For serious infractions, steps 1 and 2 can be eliminated and the school administrator will decide on suspension.**

THE FOLLOWING BEHAVIORS WILL MERIT A BUS INCIDENT REPORT SLIP AND/OR SUSPENSION FROM RIDING THE SCHOOL BUS:

Such suspensions will be determined by the school administrator.

1. Insubordination: Direct refusal to follow the instructions of the bus driver or others in charge.
2. Smoking, Drugs, and/or Alcohol: Any act leading to or participating in these activities.
3. Fighting: Any act leading to aggression, harm, or physical assault.
4. Profane Language: The use of profane, immoral language, or threatening others and abusive behavior.
5. Destruction of Items on the Bus: Any act related to the marring, cutting, tearing, or general destruction of bus facilities.
6. Repeat Offenders: Students who have been referred for minor infractions of bus safety, not less than one or more than three times inclusively.

**Video cameras are located on some of the buses for discipline purposes.
Only authorized personnel from the bus company and the school district will view the films**

STUDENT PARKING PERMIT APPLICATION

Student Name _____ Birth Date _____ Grade _____

Address _____

Phone _____

Parent/Guardian Name _____

Address _____

Phone _____

Student Driver's License # _____ Expiration Date _____

Vehicle Year _____

Make _____

Model _____

Color _____

Vehicle Registered To (Owner's Name): _____

License Plate No. _____

I hereby authorize my son/daughter to drive the above described vehicle(s) to and from school and verify that the information on this form is accurate to the best of my knowledge.

I also understand the Self-Transportation to School & Parking Lot Rules and that if it is determined the driving privilege has been abused, or a student handbook infraction has occurred, his/her driving permit can and/or will be revoked by school admin.

In connection with this request, I consent to the unlocking, opening, and inspecting of the automobile and its contents while on school premises, based on the reasonable suspicion of a school administrator that the vehicle or its contents may violate law or school rules.

Parent Signature _____ **Student Signature** _____

Parking Permit No. _____

Date Issued _____

STUDENT PARKING PERMIT APPLICATION

SELF-TRANSPORTATION TO SCHOOL & PARKING LOT RULES

Driving on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation to and from school not officially provided by the school.

If a student's parking permit is suspended or revoked, no fees will be refunded. Failure to comply with these administrative guidelines may result in loss of privileges and/or disciplinary actions for the student.

The following rules shall apply:

- A. Students under age eighteen (18) must have a note from their parents granting permission to drive to school.
- B. Students shall complete the Student Vehicle Form 5515 F1 which is available in the School office and provide:
 - driver's license;
 - insurance certificate;
 - registration.
- C. Students must purchase a parking permit for \$30 from the high school office and display it clearly in the front window of the vehicle prior to parking in the student lot.
 - a. Vehicles in the parking lot without a permit will be fined \$10 per day.
 - b. If students have a permit, but drive a car to school without the permit, they must inform the office of this immediately and supply the license plate number.
- D. Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any natural areas of District property without the consent of the Principal.
- E. Parking in the staff parking is prohibited. (violators will be asked to move and fined \$10)
- F. Parking lot speed limit is 10 mph.
- G. Parking in the school parking lot after 10:00pm is prohibited.
- H. Students should report any accident or damage to property in the parking lot to the school resource officer.
- I. If a student's permit is suspended, no fees will be refunded. Failure to comply with these rules will result in loss of privileges and/or disciplinary actions for the student.
- J. When the school provides transportation, students shall not drive to school-sponsored activities unless written permission is granted by their parents and approved by the Principal.
- K. No other students are allowed to be driven to a school-sponsored activity by the approved student driver without a note from parents of passenger students granting permission and approval by the Principal.

Disciplinary Referral Form

School _____ Entered By _____ Location _____

Incident Date _____ Incident Time _____ Observed By _____

Notify Specific Users (List names below)

Students Involved

Type

Code/Behavior

Student Name _____	Grade _____	Major/Minor _____
Student Name _____	Grade _____	Major/Minor _____
Student Name _____	Grade _____	Major/Minor _____
Student Name _____	Grade _____	Major/Minor _____
Student Name _____	Grade _____	Major/Minor _____

Incident Description

Perceived Motivation _____

Response Type

Completed By Who?

1. _____
2. _____
3. _____

Parent Contact

Contact Date

Parent/Guardian Reached

Contact Type (phone, email, left voicemail)

_____	_____	_____
_____	_____	_____

Comments

Disciplinary Referral Form

EduClimber Codes	
Minor	Major
Attendance/Tardy	Attendance/Tardy
Cheating	Bullying
Defiance/Non-Compliance	Bus Violation
Disrespect	Cheating (Multiple Offense/Plagiarism)
Disruption	Destruction of Property
Excessive Leave Requests	Disrespect
Inappropriate Physical Contact	Disruption
Leaves Without Signing Out/Permission	Drugs/Alcohol/Tobacco
Low Work Completion	Harassment
Lying	Inappropriate Language
Misuse of Property	Leaves Without Permission
Off-Task (non-disruptive)	Loitering
Technology Violation	Low Work Completion
	Off-Task (non disruptive)
	Other-SPECIFY
	Physical Aggression
	Playground Equipment Use
	Self-Injury
	Technology Violation
	Theft
	Threats/Gossip
	Weapon