

CURRICULUM DEVELOPMENT AND IMPROVEMENT

Policy 330

Wauwaukee Community School District

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~~(This sample policy addresses the curriculum development process and the development of the district's curriculum plans/guides in a combined fashion. The sample establishes an expectation that the district's written curriculum plan will provide for the periodic review and evaluation of each curriculum area, but does not include details regarding the evaluation process.)~~

The major objective of curriculum development is to improve the District's educational offerings and its instructional activities and practices in order to increase student engagement in the learning process and improve student achievement. The School Board will provide the resources to develop and implement the curriculum within the financial capabilities of the District. The District's curriculum and instructional programs shall be in line with the state's educational standards, goals, and expectations; other applicable legal requirements; and the local goals and standards established by the Board and/or the administration.

To the extent consistent with the remainder of this policy, the Board delegates responsibility for the development, evaluation and improvement of the curriculum to the District's professional staff, under the leadership and direction of the District Administrator, ~~if desired, identify any other district-level administrators with significant curriculum-related responsibilities – e.g., the Director of Curriculum and Instruction~~ Director of Instruction, building principals, and other administrators who have direct responsibilities in instructional areas.

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Curriculum and instructional program development should be a participatory process within the District.

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1. Communication and coordination among grade level and subject area teachers should be emphasized on a K-12 basis whenever curriculum is developed or evaluated. The Board encourages the use of intra-disciplinary and inter-disciplinary work teams.
2. The Board encourages practices that seek to engage the broader community in the evaluation of curriculum and instruction and in generating ideas for improvement.
3. The Board's belief is that all instructional personnel have a professional obligation to participate in and contribute to the curriculum development and evaluation processes.
4. Curriculum development and evaluation should be guided and supported by appropriate internal and external research.
5. The Board expects that the District's professional educators will seek and utilize resources and expertise from outside the District as they strive to develop and improve the effectiveness of the District's curriculum.¹

The District Administrator, or an appropriately-licensed designee, shall develop and implement a District curriculum plan to structure the curriculum development, evaluation, and improvement process. The District-level plan shall specify the normal allocation of instructional time among subject areas at the various instructional levels.

¹ Text highlighted in yellow describes parameters governing how curriculum is developed. Your board might modify or delete this text.

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As part of the District-level plan, the District shall develop and maintain sequential curriculum guides, in either a print or electronic format, in the various subject areas identified in state law.

1. These guides shall provide the instructional framework for each broad area of study, and for specific courses.
2. Each guide shall specify the sequential learning objectives for the subject area and the core course content; identify the instructional resources that are available for each course/grade; identify appropriate means of student assessment; and include a program evaluation method.
3. The guides shall be aligned with applicable standards and goals. Explicit connections should be made between the standards and goals that are being addressed by particular curricular objectives and content.
4. The guides shall also be aligned with the District's locally-established learning goals and objectives. Explicit connections should be made between the local goals and objectives that are being addressed by the specific learning objectives and content of a given course of study.
5. The curriculum guides shall address and facilitate instructional differentiation within the applicable course of study.
6. Objectives and activities related to the use of technology and computer literacy shall be integrated into the curriculum guides for all grade levels.

The Board shall make decisions to add or remove District programs and areas of study. However, subject to the limitations and expectations defined in this policy, the administration shall have authority to approve and implement revisions to the various curriculum guides created for various subject areas. Within the programs and among the various courses and areas of study that have been approved by the Board, the District Administrator and building principals may also decide, without obtaining Board approval, whether a particular course, class, or curricular activity will be offered in a given insert as applicable: "semester," "trimester," or other local division of the school calendar, term, or school year.²

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Instructional personnel are responsible for providing student instruction that is consistent with applicable academic and instructional standards, the approved curriculum, any mandatory instructional elements or assessments that are included in the relevant curriculum guide(s), and such other directives or expectations as may be established by the employee's supervising administrator(s). In most cases, these general boundaries are expected to leave instructional staff with reasonable professional latitude to creatively define particular instructional activities, approaches to instruction, assignments, and means of assessment that will further the objective of improving student engagement and student learning, and that will also further the District's locally-established learning goals and objectives for students.

The District Administrator, or an appropriately licensed designee, shall establish, continuously monitor, and revise as necessary (e.g., due to newly issued standards or due to targeting a

² Edit highlighted text as appropriate.

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specific area for improvement) a schedule for conducting periodic program evaluations in each area of study that is covered by the District's sequential curriculum guides.

Evaluation/approval of instructional programs is addressed further in WCSD Policy 334. After reviewing the results of such periodic evaluations, the District Administrator shall provide the Board with any reports and recommendations for possible Board action that he/she deems necessary or prudent.

Legal References:

Wisconsin Statutes

Section 118.01	[state educational goals and expectations]
Section 118.015	[development of a comprehensive reading curriculum]
Section 118.019	[human growth and development instruction]
Section 118.30(1g)(a)1	[board adoption of academic standards]
Section 120.12(13)	[annual declaration and notice of academic standards]
Section 120.12(14)	[school board duty to determine school course of study]
Section 120.13	[school board broad power to do all things reasonable for cause of education]
Section 121.02	[school district standards; generally]
Section 121.02(1)(k)	[school district standards; curriculum plans]
Section 121.02(1)(l)	[school district standards; required instruction]

Wisconsin Administrative Code

PI 8	[school district standards, generally]
PI 8.01(2)(k)	[curriculum plan requirements for school districts]

Cross References:

[310, Instructional Goals](#)
[334, Instructional Program Evaluation/Approval of Instructional Programs](#)
[335, Development and Sale of Curriculum Materials/Copyright Ownership](#)
WASB PRG 330 Sample Policy 1

Adoption Date: 11/8/82

Revised: March 1994
January 2002

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EVALUATION/APPROVAL OF INSTRUCTIONAL PROGRAMS

The director of instruction shall be responsible for the evaluation of instructional programs. He/she shall coordinate an organized approach to periodic program evaluation that meets at least minimum state standards. This approach shall call for all programs to be formally evaluated at least once every five years.

The director of instruction shall work with the superintendent and the Board of Education Curriculum Committee to communicate the need for new or revised programs. All changes, additions or deletions of curriculum programs shall be reviewed by this Curriculum Committee with appropriate recommendations going to the full Board for action.

Legal Ref.: Sections 118.30 Wisconsin Statutes
121.02 (1)(j)
121.02(1)(k)
PI8.01(2)(k), Wisconsin Administrative Code

Cross Ref.: 110, Educational Mission Statement
310, Instructional Goals
330, Curriculum Adoption
871, Public Complaints About the Curriculum or Instructional Materials

Adopted: 5/10/82

Revised: 4/22/91
March 1994
January 2002

INTELLECTUAL PROPERTY RIGHTS AND OWNERSHIP OF CURRICULUM AND OTHER WORKS AND MATERIALS

Policy 335

Waunakee Community School District

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Copyright

Copyright and other associated rights of ownership of works created by District employees within the scope of their employment (i.e., work that advances the objectives of the person's employment) are subject to the "work made for hire" doctrine under copyright law. Therefore, to the extent consistent with applicable law, and unless the School Board or an authorized designee acting on the Board's behalf approves a different arrangement in writing, such rights and works are the property of the District and the District retains all associated rights of ownership.

If any District employee wishes to request approval for an arrangement under which the employee would retain (1) a personal ownership interest (either in whole or in part) in a particular work or in the work's related intellectual property rights, or (2) a right to independently use, sell, or license such a work, a request should be made in writing and submitted to the District Administrator. Whenever practicable, the request should be submitted in advance of pursuing the endeavor. The District Administrator may approve or deny such a request, in writing, on behalf of the Board or submit the request for Board approval.

Subject to applicable law, examples of particular works that are covered by this policy regarding copyright generally include in-District academic research; published material that relates to the author's District employment; staff development presentations and training materials; curriculum, instructional modules, assessments, or lessons plans; any software or electronic application that is developed for use or possible use by a District employee in connection with instruction or other District operations or programs; guides, procedures, handbooks, or forms; and works of art created within the scope of employment. However, reaching a determination of whether or not any particular work is a "work made for hire" under copyright law requires an analysis of the specific work and the circumstances under which the work was created.

Patents

The ownership and rights to non-infringing use of patents for any inventions or other patentable work conceived or created by an employee during his/her hours of employment or while working with District-provided resources shall be determined by applicable law.

District-Commissioned Work by Independent Contractors

If the District commissions a work by an independent contractor with the intent of retaining ownership and/or intellectual property rights in the resulting work, the relevant contract shall specify the allocation of such rights to the extent required by law or as otherwise deemed advisable by the District or the District's legal counsel.

Decisions Regarding District Intellectual Property

INTELLECTUAL PROPERTY RIGHTS AND OWNERSHIP OF CURRICULUM AND OTHER WORKS AND MATERIALS

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Decisions to license, publish for sale, or otherwise distribute or authorize the use of works, marks, and related intellectual property owned by the District shall be made by the Board or by the District Administrator on the Board's behalf. Other employees who receive requests or inquiries regarding the use of District-owned works, marks, or related intellectual property should refer the request to the District Administrator.

Legal References:

Federal Law

[Title 17 U.S.C. §101 et seq](#) [federal copyright law]
[Title 35 U.S.C. §100 et seq](#) [federal patent law]

Cross References:

335-Rule, Sale and Distribution Cost of District-Owned Curricula Material
771, Printing and Duplicating Services (Copyright)
823, Access to Public Records
WASB PRG 335 Sample Policy 1

Adoption Date: 4/22/91

Revised: March 1994
January 2002

Policies of the Board of Education

Series 300: Instruction

SALE AND DISTRIBUTION OF CURRICULA MATERIAL

335-Rule

The staff of the Waunakee Community School District has produced a number of high quality curricular materials and the District has expended much money to have these prepared and produced. Therefore, the following fee will be charged for curricular work:

\$150.00 per copy, plus 15 cents per page to reproduce the copy.

This cost includes mailing.

Adopted: 11/9/87

Revised: March, 1994
January 2002

Waunakee Community School District

EDUCATION FOR EMPLOYMENT

Policy 341.2

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(This sample policy identifies the general scope of local education for employment programs and assigns responsibilities within the district related to the program. School districts that accept federal funding under the Carl D. Perkins Career and Technical Education Improvement Act ~~[Error! Hyperlink reference not valid.]~~ should coordinate their education for employment plan with their federally-required local plan for career and technical education. Districts may wish to code any local policies that address related topics such as technical preparation programs, youth apprenticeship programs, school-to-work and work-based learning opportunities, and academic and career planning in a manner that either (1) clearly associates those policies with the broader policy topic of "education for employment," or (2) treats those more-specific topics as "rules" under this broader policy topic.)

The District shall provide access to an education for employment program, which serves as an umbrella for a variety of inter-related initiatives that address individualized learning, academic and career planning, career and technical education, and college and career readiness. Under state law, the program must minimally incorporate all of the following:

- Guidance and counseling services
- College preparation
- Technical preparation programs designed to gain advanced standing in a technical college district's associate degree program
- A youth apprenticeship program or other job training and work experience opportunities
- Instruction in skills relating to employment
- Applied curricula

As part of its education for employment program, the District shall provide age and developmentally-appropriate academic and career planning services, along with related information and opportunities, to students in *insert, as appropriate to the type of school district: "grades 6 to 12" or "grades 6 to 8" or "grades 9 to 12"*, grades 6 to 12 with the intent and purpose of:

- Increasing student engagement with school and learning by actively involving students in setting goals and planning for their own futures;
- Increasing students' self-awareness of their own strengths and interests;
- Increasing students' awareness of and preparation for different postsecondary options, including postsecondary education and training that leads to careers;
- Providing individualized support, appropriate to the student's needs, such that all students have appropriate access to academic and career planning services, including but not limited to students with disabilities, English learners, at-risk students, gifted and talented students, students who are in alternative programs or who have other program or curriculum modifications, and students who have transferred between different schools or programs.

The District's education for employment program shall be guided by a long-range program plan that is developed, monitored, and updated if deemed appropriate under the primary direction and supervision of the [\[insert applicable position title\]](#), with the participation and input of District staff and community stakeholders, as further designated by the [\[insert position title\]](#).

The [\[insert position title\]](#) is responsible for ensuring that the District's long-range program plan, any recommended revisions to the plan, and an annual report reviewing the plan, plan-related goals, and program implementation are timely presented to the School Board for action or informational purposes, as appropriate. The [\[insert position title\]](#) shall also have oversight responsibility regarding the District's overall compliance with statutory and regulatory requirements that relate to the District's long-range education for employment plan and the implementation of the District's education for employment program.¹

Legal References:

Wisconsin Statutes

Section 106.07	[high school seniors in apprenticeship programs]
Section 106.13	[state-sponsored youth apprenticeship program]
Section 115.28(59)	[academic and career planning requirements]
Section 118.34	[technical preparation programs]
Section 118.56	[special work-based learning programs for grades 9-12]
Section 121.02(1)(L)2	[required introductory instruction in career exploration and planning]
Section 121.02(1)(m)	[school district standard; education for employment program]

Wisconsin Administrative Code

PI 8.01(2)(L)5	[required introductory instruction in career exploration and planning]
Chapter PI 26	[education for employment plans and programs]

Federal Laws

20 U.S.C. §6312(b)	[Title I plan requirements related to effective student transitions, integration of academic and career and technical education content, and work-based learning opportunities]
20 U.S.C. Chapter 44	[career and technical education funding and programs under federal law; includes local plan requirement for recipients of funding]
34 C.F.R. Appendix B to Part 100	[Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs; includes nondiscrimination provisions and related annual notice requirements]

Cross References:

[Education for Employment Plan](#)

¹ Note that Wisconsin Legislature: PI 26.03(1) requires that the school board approve of an education for employment plan. Schools that accept Carl D. Perkins Career and Technical Education Improvement Act funds are required to adopt a local plan for career and technical education and should coordinate the PI 26.03(1) plan with the Carl Perkins plan. Wisconsin Legislature: PI 26.04(2) requires districts to annually review their PI 26.03(1) plan and issue a report on their Education for Employment program. The last two paragraphs of this sample assign responsibility to one or more administrators to oversee development of the plan, seek community and staff input and oversee the annual plan review and program report.

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WASB PRG 341.2 Sample Policy 1

Adoption Date: 4/23/86

Revised: March 1994

January 2002

GIFTED AND TALENTED PROGRAM

Policy 342.3

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(This sample policy (1) requires the school board to designate the educator who will serve as the program coordinator for gifted education; (2) assigns duties to the coordinator; (3) establishes board expectations for the district's plan and program for gifted education; and (4) emphasizes that curricular modifications are possible for all students, regardless of qualifying for the program for gifted education.)

Upon recommendation of the District Administrator, the School Board shall employ or, if already employed, designate the licensed employee who is assigned to coordinate the District's gifted and talented program (the "Coordinator"). The Coordinator shall have primary responsibility for overseeing the day-to-day implementation and the ongoing development, evaluation, and revision of the District's plan for gifted education for students in all grades.

The Coordinator shall not implement substantive amendments or changes in the District's plan for gifted education without first obtaining the approval of the District Administrator. If the District Administrator determines that a proposed change to the District's plan fundamentally alters the nature of the District's program for gifted education, the District Administrator shall present the proposed change to the Board for approval prior to implementation. Further, if any such change to the plan necessitates an amendment to an approved District budget (or to the Board's proposed budget if the budget for the school year in question has not yet been formally adopted), then the administration shall obtain advance Board approval of the change to the plan, and the related budget amendment(s).

Insert the following paragraph (or portions thereof) if the board wishes to establish the annual reporting requirement described therein, even though such annual reporting is not legally mandated: "Annually following the conclusion of each school year, or at such other times as may be directed by the District Administrator or the Board, the Coordinator shall prepare a written report concerning the status of the District's program and plan for gifted education. In connection with this report, the Coordinator shall assess the extent to which the District's identification and referral process for gifted education could be modified to be more responsive to students within different demographic subgroups. This assessment shall begin with an initial determination as to whether particular demographic subgroups are numerically under-represented, or over-represented, within the program relative to the total student population. While such a determination is not conclusive as to causation or meaning, it is an important place to start the analysis."¹

The following are the Board's expectations for the District's program and plan for gifted education:

1. The plan and program shall provide for the identification and, as needed, further assessment or evaluation of students who may require educational programming, services, or activities based on identified exceptionalities in specific academic areas or in the other categories/capabilities that are addressed in the plan.

¹ The text in greenblue is a requirement that the GT Coordinator make an annual report to the board. An annual report is not required by law, your board may choose to not require an annual report. If your board chooses to require an annual report, the text can be edited to reflect what your board wants included in the annual report.

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2. The identification and referral process within the plan and program shall allow for and encourage identification and referral based on multiple measures and multiple sources of information.
3. The plan and program shall provide an opportunity for parental participation in the identification and referral process, and in determining any individualized programming for the student.
4. The District's plan and program for gifted education shall be designed and implemented in a manner that is consistent with the District's nondiscrimination obligations and policies. No student shall be denied the opportunity to access or participate in gifted education in a manner that would constitute unlawful discrimination or that would otherwise violate any applicable law or Board policy.
5. The plan and program shall recognize that giftedness can emerge or be first identified at different ages; and, therefore, the plan or program shall not preclude initial identification based solely on a student's age or grade.

{Editor's Note: While the above 5 items in this list are generally reflective of legal requirements, each school board may have additional local expectations for its program and plan for gifted education. If desired, continue the list by inserting one or more of the following suggested items, or by inserting any other additional local expectations.}

6. Notwithstanding the designation of a specific Coordinator, all licensed employees have some responsibilities with respect to gifted and talented education. All such employees are expected to work collaboratively to identify and meet student needs and to implement and improve the District's program for gifted education.
7. The District's plan for gifted education shall include expressly stated goals that are aligned with state law, administrative rule, professional standards, research, and effective practice.
8. Where the District determines that the general curriculum is not educationally appropriate for the student, the primary focus should be on providing the student with different curriculum, assignments, services, activities, or opportunities that are intended to facilitate the student's further growth and development in light of the student's identified exceptionalities and his/her educational needs. Secondly, the District may consider the extent to which programming modifications could be structured to meet other needs of the student (e.g., needs related to social and emotional development). The purpose of the program for gifted education is not to simply assign the student more work to complete in addition to the work that is already expected of other students.]²

In meeting its obligation to provide gifted education, the District is required and challenged to identify and provide programming for students for whom there is demonstrated evidence of extraordinary capabilities and for whom some aspect(s) of the District's standard curriculum and regular programs may be inappropriate. At the same time, it is the Board's expectation that the District's standard curriculum and educational programs will be sufficiently adaptable, and cover a sufficiently wide span of rigor, such that they will be appropriate for, and adequately challenge, many students who are very intelligent, creative, hard-working, and resourceful, as

² Paragraphs 1 through 5 track legal requirements for gifted and talented programs. 6 through 8 are examples of local program requirements – your board should identify its local plan requirements and edit as appropriate.

GIFTED AND TALENTED PROGRAM

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well as many students who consistently demonstrate above-average performance. This expectation for the standard curriculum is aligned with the Board's foundational belief that all students have (1) a tremendous aptitude and capacity to learn; (2) valuable talents, skills, and abilities that should be nurtured and celebrated; and (3) unique educational needs and interests. Keeping this foundational belief in mind, the District will consider and may implement individualized curricular and program modifications or other individualized interventions for any student.

Legal References:

Wisconsin Statutes

- [Section 115.997\(5\)\(b\)](#) [educational program placement of children affected by military transfer, including placement in gifted and talented programs]
- [Section 118.13](#) [student nondiscrimination]
- [Section 118.15\(1\)\(d\)](#) [program and curriculum modifications]
- [Section 118.35](#) [programs for gifted and talented students]
- [Section 121.02\(1\)\(t\)](#) [school district standard; gifted and talented education]

Wisconsin Administrative Code

- [PI 8.01\(2\)\(t\)](#) [regulations for school district standards; gifted and talented education]
- [PI 18.04](#) [modifications to high school graduation standards to accommodate students with exceptional needs and interests]

Cross References:

WASB PRG 342.3 Sample Policy 1

Adoption Date:

PROGRAMS FOR CHILDREN AT RISK Policy 342.4

Wauwaukee Community School District

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(This sample policy (1) is likely most appropriate for a district whose plan for at-risk students is not rolled into a larger plan that comprehensively covers response to intervention (RTI), alternative education, etc.; (2) specifies several minimum criteria for the District's plan for children at risk, including requiring some early identification and prevention measures; (3) assigns responsibility for development, review and evaluation of the formal plan document; and (4) assigns responsibility for oversight of other program requirements and for inter-program coordination. This sample policy also assumes that the District does not seek state aid for its at-risk programming.)¹

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Pursuant to a District-wide plan, the District shall identify students who are at risk of not graduating from high school and provide appropriate interventions, services, program and curriculum modifications, or other accommodations.

At a minimum, the District-wide plan for students at risk shall:

1. Address prevention and early intervention measures for students of all ages and at all grade levels. In early childhood through grade 4, prevention and early intervention efforts may reflect a combination of (a) general curriculum and program offerings, and (b) programs or services that are based on the individual needs of an identified student.
2. Specify how students will be identified as eligible for programs, services or other accommodations under the plan. For purposes of identification, the plan may consider indicators and criteria that are in addition to those indicators/criteria that expressly define "children at risk" under state law.
3. List the services, programs, and other accommodations that may be used to meet the needs of students who are identified under the plan, including any coordinating services provided by community agencies and other organizations.
4. Provide for the appropriate written notification of the student's parent or guardian upon the student being identified as a student at risk.
5. If the District has identified any private, nonprofit, nonsectarian agencies located in the school district, or within five miles of the District boundaries, that can provide an adequate and appropriate program for students at risk in grades 5-12, such agencies and programs shall be identified in the plan, but no student shall be served in such a program until after the Board has entered into a formal contract with the agency.

The District Administrator shall designate another administrator as the District's At Risk Coordinator, and that individual shall have primary responsibility for:

1. Developing, and annually reviewing and revising to the extent necessary, the District-wide plan that is required under this policy. The annual plan shall be in place no later than August 15th.
2. Overseeing the implementation of the plan, including the coordination of staff training activities and efforts designed to improve parent and community awareness.

¹ [I left this editor's note in the draft because Sample 1 may not be the best choice for your district. Review the note and let me know if you think your board needs something else and we can discuss creating a new sample that better fits your board's needs.](#)

PROGRAMS FOR CHILDREN AT RISK Policy 342.4

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3. Coordinating an annual evaluation of plan activities and the preparation of any reports that are created for the District Administrator and the School Board.

[Identify/list relevant staff, e.g., "The District's At Risk Coordinator, the Director of Student Services, and the High School Principal"] shall have joint responsibility for:

1. Ensuring that any alternative education program or curriculum modification offered to a student at risk in grades 9 through 12 shall be designed to allow the student to meet high school graduation requirements.
2. Ensuring that the special education and related services needs of a student with a disability are first addressed in the student's individualized education program (IEP), whenever that student is also eligible to be served in an at risk program.
3. Working with technical college personnel concerning educational options for students at risk, including options involving attendance at the technical college in a program that will lead to the student's high school graduation, or, where allowed under state law, that will lead to a high school equivalency diploma.
4. Ensuring that any work-based learning experience and other similar program or activity taking place outside school for which a student receives academic credit are supervised by DPI-licensed teachers or other DPI-licensed school personnel.

Legal References:

Wisconsin Statutes

Section 115.28(7)(e)	[alternative education programs]
Section 118.15	[compulsory student attendance and program and curriculum modifications]
Section 118.153	[children at risk of not graduating from high school; plan requirement]
Section 118.16	[school attendance enforcement; habitual truancy]
Section 118.33	[high school graduation standards]
Section 121.02(1)(n)	[school district standards; plan requirement for children at risk]

Wisconsin Administrative Code

PI 18	[high school graduation standards]
PI 25	[children at risk plan and program]

Cross References:

[342.4 Exhibit, Children at Risk of Not Graduating from High School Plan](#)

[345.5 High School Graduation Requirements/Procedures](#)

WASB PRG 342.4 Sample Policy 1

Adoption Date: September 1986

Revised: April 1991

PROGRAMS FOR CHILDREN AT RISK

Policy 342.4

Waunakee Community School District

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March 1994

August 2000

January 2002

Policies of the Board of Education

Series 300: Instruction

CHILDREN-AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL PLAN

342.4 Exhibit

- 1) Guidance counselors continually monitor and accumulate “at risk” data.
- 2) At the end of each quarter each school’s Intervention Team identifies students who meet criteria of state law & regulations and Board of Education policy, and complete a Children At Risk Monitoring Form, which is submitted to the building principal, and Director of Student Support Services.
- 3) The Intervention Team reviews district resources, program modifications, alternative education opportunities, etc. and develops a written individual plan for each newly identified at-risk student. The building principal and/or designee and the Director of Student Support Services approved the plan.
- 4) The school guidance counselor provides written notification to parents/guardians of their child’s status, entitlement to services, and invites parents/guardians and the student to meet to discuss the child’s At-Risk Plan with Intervention Team representatives. Notice must meet state law requirements PI 25.04 (1) d and (2). Written notice must include the following:
 - Name and phone number of a person the parent/guardian or student can contact regarding the district’s children at risk plan/program.
 - A description of the Children At Risk Plan
 - A statement the pupil is eligible to be enrolled in a child at-risk program(s).
 - A description of the program(s) the student is eligible to participate in.
 - Procedures for enrolling the child in the program(s).
- 5) Parents/guardians are asked to provide written consent for implementation of their child’s at-risk plan. Parent/guardian acceptance or refusal of services is documented in writing. Copies of this documentation are provided to parent/guardians and placed in the student’s cumulative records.
- 6) If parental consent for the At-Risk Plan is received, services will be implemented as soon as possible.
- 7) The schools Intervention Team meets twice per month and continually monitors the progress of students identified as “at-risk”.

Adopted: March 1994

Revised: August 2000
January 2002

Legal Reference: Act 123-118.153
WI Administrative Code PI 25

Waunakee Community School District