

Book	1ST DRAFT POLICY CLEAN
Section	2000 Program
Title	MISSION OF THE DISTRICT
Number	po2105
Status	

#### 2105 - **MISSION OF THE DISTRICT**

Your School District of Choice where students, educators and community embrace high expectations in academics, arts, extracurricular activities and community engagement to best prepare each learner to achieve success in the world of work, college and life.

Legal

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title STATEMENT OF BELIEFS & COMMITMENTS  
Number po2110  
Status

## 2110 - **STATEMENT OF BELIEFS & COMMITMENTS**

### **Beliefs**

Beliefs are our organization's fundamental convictions, our values and character.

#### Our Beliefs

- Effective communication is critical to building relationships and establishing a collective purpose.
- Principals, teachers and parents make a critical difference in student achievement.
- Empowering staff is an important component to growth for all.
- Community partnerships are essential to maximize student success.
- Many individuals are responsible for the welfare of all children and youth.
- Children and their best interests are at the forefront of decisions and not what is most convenient for adults.
- A safe learning environment for all students and staff will not be compromised.

### **Commitments**

Commitments mean that our District will adhere to strict parameters that establish boundaries and limits within which our organization will accomplish its mission.

#### Our Commitments:

- We will engage in leading classrooms and schools to develop student characteristics such as confidence, self-direction, self-discipline, cooperation, respectful choices and motivation.
- We will embrace our community's diversity to enhance the educational experience.
- We will demonstrate cultural responsibility and respect the individual learning needs of all learners.
- We will provide equitable opportunities for all students in academics and extracurricular activities.
- We will support and foster rich professional development to assist staff to continue to grow and learn.
- We will expect that everyone will do their best.
- We will have high expectations for students and families.
- We will engage in high quality and stimulating instruction at all grade levels.
- We will nurture a strong foundation that fosters positive relationships between students, families and the community in order to enhance new opportunities and growth for all.
- We will make every decision with the best interest of all students.

- We will be responsible for developing and sustaining high performing schools that ensure all students will acquire the knowledge, skills and values for success.
- We will expect teaching and learning with integrity for all students and staff.

Legal

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SCHOOL IMPROVEMENT  
Number po2120  
Status

## 2120 - **SCHOOL IMPROVEMENT**

The Board of Education supports the concepts of management restructuring and school improvement and will seek to create and/or maintain effective schools as defined in this and other policies.

In addition to adopting a Mission Statement and Educational Philosophy for the District, the Board shall create, as needed, policies which support the School Improvement Process.

The Superintendent is directed to ensure that the following objectives for decentralized management and shared decision-making can be achieved:

A. School improvement plans which are developed and implemented by school-based teams that work collaboratively so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. Each such team is to include:

1. professional staff;
2. support staff;
3. parents;
4. representatives of the community;
5. students, when applicable.

B. A District-wide, school-improvement plan which provides for building-level decision-making. Each school's improvement plan is to include:

1. a mission statement;
2. goals based on Policy 2131;
3. curriculum aligned to the goals;
4. evaluation procedures;
5. professional development;
6. use of community resources and volunteers;
7. decision-making processes;
8. other matters as determined by the Superintendent.

C. Periodic review and approval by the Superintendent and the Board of each school's modification and improvement of its program based on the school's assessment of student accomplishment of performance objectives and program goals.

D. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.

Upon approval of a school's initial plan and its later revisions, the Board and Superintendent shall fully support, to the extent that resources allow, the school's educational improvement program.

© Neola 2014

Legal

( ) extra-curricular activities.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS  
Number po2131  
Status

## 2131 - **EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS**

Since the mission of the District is to provide a quality education for all of the students, the Board of Education believes the mission is being accomplished when students confirm that they have achieved the following educational goals.

### Academic Skills and Knowledge

- A. Basic skills including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgements and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.

### **Vocational Skills**

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

### **Citizenship**

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.
- C. The skills to participate in political life.
- D. An understanding of the functions of organizations in society.
- E. Knowledge of the role and importance of biological and physical resources.
- F. Knowledge of State, National, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to American Indians, Black Americans, and Hispanics.

### Personal Development

A. The skills needed to cope with social change.

B. Knowledge of the human body and the means to maintain lifelong health, including:

1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
2. knowledge of the true and comparative vitamin content of food and healthy values of dairy products and their importance for the human diet;
3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances consistent with ch. 961 and alcohol upon the human system, symptoms of disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision- making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.

118.019(2)(3)(4), Wis. Stats.

C. An appreciation of artistic and creative expression and the capacity for self-expression.

D. The ability to construct personal ethics and goals.

E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.

F. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 961.

G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances consistent with chapter 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.

H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

The Superintendent is charged with the responsibility for providing, through the District's curriculum and appropriate administrative guidelines, opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

© Neola 2007

Legal 118.01, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT  
Number po2131.01  
Status

#### 2131.01 - **READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT**

The Board of Education shall approve a program of reading goals for students for grades kindergarten to 12.

To promote student's reading skills, the Board requires the Superintendent to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades kindergarten to 12. The Superintendent may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently the students shall be assessed based on the reading goals.

The English/Language Arts Vertical Team including the Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the Superintendent who shall present the report to the Board.

#### **Assessments of Reading Readiness**

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the Board or the operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats., shall be administered annually to each student enrolled in four (4) year old kindergarten through second grade. The Board or operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats, shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter sound knowledge.

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that s/he is at risk of reading difficulty shall be provided with reading interventions.

Reading intervention shall be provided for a student in grades kindergarten to 4 if any of the following occurs:

- A. The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.
- B. The student fails to score above the State minimum performance standard on the reading test and:
  1. a teacher in the School District and the student's parent or guardian agree the student's test performance accurately reflects the student's ability; or
  2. a teacher in the School District determines, based on other objective evidence of the student's test performance accurately reflects the student's reading ability;
  3. the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.

© Neola 2015

Legal 115.77, 118.015, 118.016, 121.02 (1) (c), Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018





Book	1ST DRAFT POLICY CLEAN
Section	2000 Program
Title	EDUCATIONAL PROCESS GOALS
Number	po2132
Status	

#### 2132 - **EDUCATIONAL PROCESS GOALS**

In order to achieve educational outcome goals, the Board of Education will establish policies which will authorize and encourage:

- A. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;
- B. specialized and individualized educational experiences to meet the needs of each student;
- C. opportunities for professional staff members and students to make recommendations concerning the content and operation of District programs;
- D. an environment in which any interaction among individual students and groups of students helps them learn how and when competition and cooperation are appropriate and productive in accomplishing goals;
- E. efficient and effective use of educational resources;
- F. continued professional growth of staff members;
- G. constructive cooperation with parents and community groups.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title CURRICULUM DEVELOPMENT  
Number po2210  
Status

## 2210 - **CURRICULUM DEVELOPMENT**

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. the courses of study, subjects, classes, and organized activities provided by the school;
- B. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group;
- C. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- D. the plan for learning necessary to accomplish the educational goals of the District;
- E. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. consistent with 118.30 Wis. Stats., incorporates State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize school counseling services in their academic and career planning;
- I. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
- J. provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title ADOPTION OF COURSES OF STUDY  
Number po2220  
Status

#### 2220 - **ADOPTION OF COURSES OF STUDY**

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board. No course of study shall be taught in the schools of this District unless it has been adopted by the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interests of the students and are needed to comply with State law.

The learning that results from each course of study should be durable, significant, and transferable and require a high level of student achievement of clearly-defined, cumulative performance objectives.

The plan for student assessment for each course of study should include the criteria and standards that will be used to determine when students may need to participate in remedial, supplemental, or accelerated activities in order to ensure that each student has been provided the opportunity to achieve at his/her optimum level.

Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Deviation from its content must be approved by the Principal and/or Director of Teaching and Learning.

Legal 118.01, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SPECIAL OBSERVANCE DAYS  
Number po2221  
Status

## 2221 - **SPECIAL OBSERVANCE DAYS**

In compliance with the Wisconsin School Laws, the Board of Education directs the Superintendent to ensure that the following days, and any additional days proclaimed by the Governor, are appropriately observed in all schools:

January 15th	Martin Luther King Jr. Day
February 12th	Abraham Lincoln's Birthday
February 15th	Susan B. Anthony's Birthday
February 22nd	George Washington's Birthday
March 4th	Casimir Pulaski Day
March 17th	The Great Hunger
April 9th	Prisoners of War Remembrance Day
April 13th	American Creed Day
April 19th	Patriot's Day
April 22nd	Environmental Awareness Day
Last Friday in April	Arbor Day
June 14th	Robert La Follette Sr. Day
September 16th	Mildred Fish Harnack Day
September 17th	U.S. Constitution Day
September 28th	Frances Willard Day
Wednesday of the third week in September as part of Wonderful Wisconsin Week	
Friday of the 3rd week in September	POW-MIA Recognition Day
Wednesday of the 4th week in September	Bullying Awareness Day
October 9th	Leif Erikson Day
October 12th	Christopher Columbus's Birthday
November 11th	Armistice Day

Legal

118.02, 118.025, 118.02(9t), Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title COURSE GUIDES  
Number po2230  
Status

#### 2230 - **COURSE GUIDES**

The Board of Education recognizes that the District must develop and maintain curriculum course guides in order to better accomplish learning results with students.

As appropriate to the course of study, each guide shall contain:

- A. the intended learning outcome(s), defined in terms of how the learning is applied;
- B. knowledge and skills needed to achieve those outcomes;
- C. learning activities needed to achieve the outcome;
- D. appropriate materials and resources;
- E. suggested methods of instruction;
- F. evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved;
- G. a list of supplemental materials for the guidance of teachers.

The Superintendent shall be responsible for the preparation of course guides.

© **Neola 2005**

Last Modified by Jennifer Hagemann on April 27, 2018



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title CONTROVERSIAL ISSUES IN THE CLASSROOM  
Number po2240  
Status

## 2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or are likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.

© Neola 2011

Legal Garcetti v. Ceballos, 126 S. Ct. 1951 (2006)

Last Modified by Jennifer Hagemann on April 27, 2018



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title INNOVATIVE PROGRAMS AND NEW AND MODIFICATION OF COURSE OFFERINGS  
Number po2250  
Status

2250 - **INNOVATIVE PROGRAMS AND NEW AND MODIFICATION OF COURSE OFFERINGS**

The Board wishes to promote the continuous improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body who wish to pursue a promising program for school improvement.

An innovative program or new or modification of course offerings shall address the steps below when appropriate to the project:

- A. rationale
- B. specific objectives
- C. supportive research
- D. budgeting
- E. in-service requirements
- F. plans for broader implementation
- G. methods for evaluation

Each innovative program or new or modification of course offerings shall be consistent with the District's objectives and long range plans. Programs designed for disabled students must comply with Federal and State guidelines.

Legal 118.13, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY  
Number po2260  
Status

## 2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

In furtherance of the aforesaid goal, the Superintendent shall:

- A. Curriculum Content
  - 1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;
  - 2. provide that necessary programs are available for students with limited use of the English language;
- B. Staff Training
  - develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

### C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

### D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

### E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The Superintendent shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The Superintendent shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

#### Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

#### District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Mary O'Brien  
Director of Student Services  
608-847-5451 ext. 6602  
510 Grayside Avenue, Mauston, WI 53948  
mobrien@maustonschools.org

Jim Dillin  
High School Principal  
608-847-4410 ext. 4424  
800 Grayside Avenue, Mauston, WI 53948  
jdillin@maustonschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

### Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt, unless additional time is agreed to by the complaining party.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the Superintendent must either issue a final decision regarding or request the complaint further investigation. A copy of the Superintendent's final decision will be delivered to the complainant.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above. The decision of the Superintendent will be reviewed by the Board upon request.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

#### Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or Superintendent shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

#### Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8310). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

© Neola 2017

Legal

- 118.13 Wis. Stats.
- P.I. 9, Wis. Adm. Code
- P.I. 41, Wis. Adm. Code
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. Section 1681, Title IX of Education Amendments Act
- 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
- 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
- 29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended
- 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
- 42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY  
Number po2260.01  
Status

**2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY**

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation in, or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

District Compliance Officer

The following person(s) is/are designated as the District Section 504 Compliance Officer(s)/ADA Coordinator(s) ("hereinafter referred to as the COs").

Mary O'Brien  
Director of Student Services  
608-847-5451 ext. 6602  
510 Grayside Avenue, Mauston, WI 53948



mobrien@maustonschools.org

Jim Dillin  
High School Principal  
608-847-4410 ext. 4424  
800 Grayside Avenue, Mauston, WI 53948  
jdillin@maustonschools.org

The name(s), title(s), and contact information of this/these individual(s) will be published annually in the staff handbooks and on the School District's web site.

The CO is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the CO.

The CO will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents and representation of counsel, and their right to examine relevant education records.

#### Training

The CO will also oversee the training of employees of the Board so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

#### Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

#### Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education ("FAPE"). An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the Individuals with Disabilities Education Improvement Act ("IDEIA"), the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person

in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The Board will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

#### Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the ( ) Principal ( ) Superintendent prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate an investigation.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the Superintendent must either issue a final decision regarding or request further investigation. A copy of the Superintendent's final decision will be delivered to the complainant.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above. The decision of the Superintendent will be reviewed by the Board upon request.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

#### Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or Superintendent shall take additional such actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

#### Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

#### Notice

Notice of the Board's policy on nondiscrimination in education practices and the identity of the CO will be posted throughout the District, and published in the District's recruitment statements or general information publications.

© Neola 2015

#### Legal

34 C.F.R. Part 104

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

Last Modified by Jennifer Hagemann on April 27, 2018

Book	1ST DRAFT POLICY CLEAN
Section	2000 Program
Title	ENGLISH LANGUAGE PROFICIENCY
Number	po2260.02
Status	

#### 2260.02 - **ENGLISH LANGUAGE PROFICIENCY**

The Board recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

EL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The Superintendent shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or EL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of EL students.

Legal

P.I. 13 Wis. Admin Code

115, Wis. Stats.

118.13, Wis. Stats.

118.30(2), Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title TITLE I SERVICES  
Number po2261  
Status

## 2261 - **TITLE I SERVICES**

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The Superintendent shall prepare and present to the Department of Public Instruction a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

### A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

### B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

### C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation.

Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

### D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

### E. Professional Development

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

1. involve parents in the training, when appropriate;



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS  
Number po2261.01  
Status

#### 2261.01- PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents and families of the students being served.

#### **Development of Administrative Guidelines for Parent and Family Engagement**

The Superintendent shall ensure that the Title I plan under Section 6312 contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. the District expects and encourages parents and families to be engaged in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents and families including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents and families to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- G. timely responses will be given to parental or family questions, concerns, and recommendations;
- H. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement and school performance;
- I. an annual evaluation of the parental and family engagement plan will be conducted with parents and families, identifying any barriers to greater parental and family engagement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental and family engagement and to revise, if necessary, this policy;
- J. the parental and family engagement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The Superintendent shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents, family and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;





Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title TITLE I - PARENTS' RIGHT TO KNOW  
Number po2261.02  
Status

2261.02- **TITLE I - PARENTS' RIGHT TO KNOW**

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents shall be provided:
  - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
  - 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

© Neola 2006

Legal 20 U.S.C. 6311, Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200 et seq.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title RELIGION IN THE CURRICULUM  
Number po2270  
Status

## 2270 - **RELIGION IN THE CURRICULUM**

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establish religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board of Education employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class period(s) for specified reasons.

The student will be provided with alternate learning activities during the times of such parent requested absence.

For the privacy of students whose parents request that they not take part in the particular class period(s) for specified reasons, prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view and the Superintendent shall prepare administrative guidelines to that affect.

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

See Reference: Policy 8800

© Neola 2014



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title EARLY COLLEGE CREDIT PROGRAM  
Number po2271  
Status

2271 - **EARLY COLLEGE CREDIT PROGRAM**

The Board recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The Superintendent shall ensure that the District's Early College Credit Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The Superintendent shall also ensure that high school students and their parents are provided with information regarding the Program by October 1st each year.

© Neola 2018

Legal 118.37, 118.55, Wis. Stats.  
P.I. 40

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title HOMEWORK/ACADEMIC PRACTICE  
Number po2330  
Status

### 2330 - **HOMEWORK/ACADEMIC PRACTICE**

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

The Superintendent shall ensure the assignment of academic practice follows these guidelines:

- A. academic practice should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- B. academic practice should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge.
- C. academic practice should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. The number, frequency, and degree of difficulty of academic practice assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. As a valid educational tool, academic practice should be assigned with clear direction and its product carefully evaluated as well as consideration for assignment of a grade.
- F. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G. academic practice should always serve a valid learning purpose; it should never be used as a punitive measure.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title FIELD AND OTHER DISTRICT-SPONSORED TRIPS  
Number po2340  
Status

#### 2340 - **FIELD AND OTHER DISTRICT-SPONSORED TRIPS**

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program.

#### Class Trips - Out of State/Overnight

Any organization or class desiring to travel out of state and/or overnight to any location must first seek approval of the Principal. The Principal will then request affirmation from the Superintendent. The Superintendent will inform the Board about out-of-state and overnight trips once approved by the Principal and Superintendent.

All international class trips will be approved by the Board at least six (6) months in advance of the trip.

Students may be charged fees for District-sponsored trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the Superintendent. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The following guidelines ensure for the operation of both field and other District-sponsored trips, including athletic trips, shall be followed:

- A. appropriate planning for the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;





Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING  
Number po2411  
Status

#### 2411 - **SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING**

The Board requires that a planned program of school counseling be an integral part of the educational program of the District. The plan shall be developed by licensed school counselors in collaboration with student services staff, teachers, parents, and community health and human service professionals. The developed plan will be adopted by the Board and maintained by the District. Such a program shall be available to all students without regard to race, color, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), physical or mental, emotional, or learning disability ("Protected Classes").

This plan should be developmentally appropriate and:

- A. enable counselors to effectively communicate with students who have limited English proficiency and/or are sensory impaired;
- B. assist students in achieving their optimum growth;
- C. enable students to draw the greatest benefit from the offerings of the instructional program of the schools;
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school;
- E. help students learn to make their own decisions and solve problems independently;

Academic and career planning services, including individualized support and access to software tools and staff assistance, shall be provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student's academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation.

The Superintendent shall implement the school program which carries out these purposes and:

- A. involves appropriate staff members at every level;
- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community;
- E. cooperates with parents and recognizes their concern and ideas for the development of their children;
- F. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
- G. provides that an appropriate amount of time and effort shall be given to providing school counseling services to those students who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;
- H. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

The Board shall provide the following services, through the school counselors' office, for students who have limited English proficiency:

- A. an effective instructional program and supportive services appropriate to meet the needs of the student;
- B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and
- C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction intended to improve the skills of such students in the use of their native language to assist the student in becoming proficient or advanced in all subject areas.

School counseling personnel are directed to provide information and direction to students with limited English proficiency regarding access to English Learner (EL) programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

© Neola 2018

Legal                                    121.02 (1)(e) Wis. Stats.  
   P.I. 8.01(2)(e), Wis. Adm. Code  
   34 C.F.R. 100.3(b)  
   34 C.F.R. 106.36  
   34 C.F.R. 104.37(b)  
   28 C.F.R. 35.130  
   Vocational Educational Guidelines, Appendix B, Title 6

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title HOMEBOUND INSTRUCTION PROGRAM  
Number po2412  
Status

2412 - **HOMEBOUND INSTRUCTION PROGRAM**

The Board of Education shall provide, pursuant to rules of the Department of Public Instruction or appropriate State agency and State/Federal law, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Applications for homebound instruction shall be made by a physician licensed to practice in this State and shall:

- A. certify the nature of the medical disability;
- B. state the probable duration of the confinement;
- C. request such instruction;
- D. present evidence of the student's ability to participate in an educational program.

Applications must be approved by the Director of Student Services.

The District shall begin the instruction as soon as practicable after the date of notification for nonspecial-education students. In the case of special education students under an IEP, the instruction is to begin as soon as practicable after the IEP Team has met to develop an appropriate IEP. The program of homebound instruction given each student shall be in accordance with rules of the Department of Public Instruction or other appropriate agency.

Where permitted by law, the District reserves the right to withhold homebound instruction when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

© Neola 2016

Legal 118.15(3)(a), Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title HEALTH EDUCATION  
Number po2413  
Status

2413 - **HEALTH EDUCATION**

The Board of Education, in compliance with State law, has adopted a comprehensive program of health education which will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.

Students in grades seven (7) through twelve (12) will be provided instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation including instruction on the psychomotor skills necessary to perform both skills as part of any health education course offered.

Students in grades seven (7) through twelve (12) will be provided instruction about automated external defibrillators as identified in Policy 8452 - Automated External Defibrillators.

In implementing the program, the Superintendent may use whatever District and outside resources, including Wisconsin Department of Public Instruction guidelines and consultants, s/he deems appropriate.

© **Neola 2016**

Legal 115.35, 118.076, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title HUMAN GROWTH AND DEVELOPMENT  
Number po2414  
Status

#### 2414 - **HUMAN GROWTH AND DEVELOPMENT**

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats, to include the following:

A. Medically accurate and age-appropriate instruction in the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation puberty, pregnancy, and parenting
3. the benefits of and reasons for abstaining from sexual activity

Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent

4. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
5. how alcohol and drug use affect responsible decision making
6. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
7. adoption resources, prenatal care, and postnatal supports
8. the nature and treatment of sexually transmitted infections

B. use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities

C. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships

D. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The Superintendent will ensure that any instruction provided under this policy also includes instruction in the same year, when age-appropriate, that fulfills the requirements of Chapter 118.019(2r) Wis. Stats. as listed below:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948;

F. explains the sex offender registration requirements under Section 301.45;

Instruction under this paragraph shall include who is required to report under S. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under Section 301.45.

G. provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

The Board authorizes the curriculum to include separating students on the basis of gender as determined by the Committee.

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 and 118.019(5), Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2c unless exempted and under Wis. Stat. 118.01(2)(d)8.

© Neola 2012

Legal

115.35, 118.019, Wis. Stats.

P.I. 8.01(2)(j), Wis. Adm. Code

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION  
Number po2416  
Status

#### 2416 - **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall ensure that procedures are established whereby parents may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.





Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title PARENTAL/POLICE ACCESS TO LIBRARY MEDIA CENTER INFORMATION  
Number po2416.01  
Status

2416.01 - **PARENTAL/POLICE ACCESS TO LIBRARY MEDIA CENTER INFORMATION**

The Board of Education respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are fully informed about the instructional material, resources and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request library media center records relating to the use of the library's documents or other materials, resources or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library media center shall disclose to the officer records produced by a surveillance device under the control of the library, that are pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

© Neola 2016

Legal Sec. 43.30 (1m), Wis. Stats.  
43.30(5), Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title CAREER AND TECHNICAL EDUCATION PROGRAM  
Number po2421  
Status

#### 2421 - **CAREER AND TECHNICAL EDUCATION PROGRAM**

The mission of career and technical education is to provide an opportunity for students to develop knowledge needed for success in employment, to build foundations for further education and to acquire independent living skills.

The District's curriculum will provide every student with the opportunity to participate in learning experiences, to explore potential careers and, when appropriate, acquire the occupational skills necessary for the transition from school to the world of work.

For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future:

- A. in the labor market as employable individuals immediately after graduation with productive, saleable skills;
- B. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- C. in the world of work while continuing their education in order to help offset higher education expenses.

The Board shall provide, in cooperation with CESA 5, a career and technical education program.

The Board directs that any efforts to recruit students to participate in a particular career and technical education program must include literature and comparable recruitment efforts for students with disabilities in a format and context in which they can communicate.

The career and technical education program may also include:

- A. a shared-time program outside of school;
- B. a work-study program involving the employment of qualified students.

The programs are available to students without regard to race; color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes"). The Superintendent is to ensure that application forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided assurance of nondiscrimination based on the Protected Classes prior to the time the students are selected and/or assigned.

© **Neola 2016**

Legal 118.01(2)(b), 118.15(1)(b), Wis. Stats.  
P.I. 8.01(2)(k)(2b), 8.01(2)(l), Wis. Adm. Code

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title DISTRICT-SPONSORED CLUBS AND ACTIVITIES  
Number po2430  
Status

#### 2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The Board of Education believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131. The Board encourages all students, including those students in elementary and middle school grades, to participate in such opportunities. In implementing this policy, the Superintendent shall take steps to make such opportunities accessible to all students.

For purposes of this policy, curricular-related activities are defined as those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the Superintendent.

Such activities, along with extra-curricular activities (not directly related to courses of study), may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

The Board shall allow nondistrict-sponsored, student clubs and activities during noninstructional time, in accordance with the provisions in Policy 5730 - Equal Access For Nondistrict-Sponsored, Student Clubs and Activities.

Noncurricular, student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The Board, however will not:

- A. assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours s/he is functioning as a member of the staff.

No nondistrict-sponsored organization may use the name of the School District or any other name which would associate an activity with the District, unless approved by the Superintendent.

Students shall be fully informed of the curricular-related activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

Whenever a student becomes a member of a District-established student group or national organization such as the National Honor Society, in order to remain a member, s/he must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

Legal

120.12(23), Wis. Stats.

P.L. 98-377

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS  
Number po2430.01  
Status

2430.01 - **SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS**

The Board of Education believes in providing opportunities for students to enhance their education through a variety of appropriate co- curricular and extra-curricular activities. The Board recognizes that the community itself can be an excellent resource for such activities and welcomes the participation of community members who have special knowledge and skills that can add to the District's program.

In order to ensure that activities recommended by or involving community volunteers in an instructional role are in keeping with District philosophy and will help students better accomplish the learning goals of the District's program, the Board establishes the following guidelines for the approval of any activity involving community volunteers:

A. Any suggested activity must be presented to the Superintendent, in writing, at least sixty (60) days, unless an exception is approved by the Superintendent, prior to the planned starting date.

B. Each request must include:

1. the purpose of the activity;
2. the students for whom the activity is planned;
3. the intended learning outcomes;
4. an explanation of how the intended learning outcomes contribute to the accomplishment of District goals;
5. the names and qualifications of those community volunteers who will be participating in any aspect of the activity;
6. the number of hours and total duration of the activity;
7. an itemization of the District resources (staff, facilities, equipment, etc.) that will be needed and their estimated cost.

The Board delegates to the Superintendent the responsibility for approving each requested activity based on its educational merits and relationship to the total District program.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title INTERSCHOLASTIC ATHLETICS  
Number po2431  
Status

#### 2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels.

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for the following safeguards:

- A. Prior to enrolling in the sport,
  - 1. each participant shall submit to a physical examination.
  - 2. parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a physician that has determined the conditions under which the student may participate.
- C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

The co-curricular code should provide a set of behavioral expectations for each type of participant. The Superintendent is authorized to implement suitable disciplinary procedures against those who violate these expectations.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;

C. support participants, coaches, school administrators, and fans who display good sportsmanship.

© Neola 2017

Legal                      120.12(23), Wis. Stats.  
                                 P.I. 9.03(1)(h), Wis. Adm. Code

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SUMMER SCHOOL  
Number po2440  
Status

2440 - **SUMMER SCHOOL**

The Board of Education may conduct a summer occurring outside of the periods of regular instruction and which do not count towards the minimum hours of instruction required by law, for the purpose of, academic instruction and/or enrichment activities at the Four-Year-Old Kindergarten through 12h grade levels for resident students of this District and such other students as the Board may admit.

Summer school instruction shall be designed to provide opportunities for students to:

- A. improve learning skills;
- B. make up a failed course;
- C. enrich a scholastic program;
- D. explore new academic areas.

The Board shall annually approve a summer school program program.

Tuition fees shall not be charged to students domiciled within the District or for those students residing in the District even if they were not enrolled as residents during the most recent regular session.

Tuition shall be charged for nonresident students at rates as determined by the Board.

Reasonable fees may be charged to all students for social, recreational, or extra-curricular summer classes in accordance with DPI regulations.

© **Neola 2016**

Legal 118.04, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title COMMUNITY AND ADULT EDUCATION  
Number po2450  
Status

2450 - **COMMUNITY AND ADULT EDUCATION**

The Board of Education believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

School district facilities shall be available for use by the post-secondary institutions on an agreement basis or other school-sponsored activities. Use of school facilities shall be in accordance with established procedures.

Legal 120.13(19), Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title ALTERNATIVE EDUCATION PROGRAMS  
Number po2451  
Status

2451 - **ALTERNATIVE EDUCATION PROGRAMS**

The Board of Education recognizes that the regular high school program may not be appropriate for all students. Some students may need an alternative education program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements.

The Board may provide an alternative high school education program for such students. In implementing this policy, the Superintendent will comply with the requirements specified in Section 118.15, Wis. Stats.

Other alternative educational programs may be offered by the administration to address needs of individual students for whom the traditionally structured curriculum and environment are not successful.

© **Neola 2016**

Legal 118.15, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title EXCEPTIONAL EDUCATION NEEDS  
Number po2460  
Status

#### 2460 - **EXCEPTIONAL EDUCATION NEEDS**

The Board of Education shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child. A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities.

The Board and Administration supports the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further supports the State and Federal requirement that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

© **Neola 2016**

Legal 66.30, 115.78 et seq., Wis. Stats.  
P.I. 11, Wis. Adm. Code  
IDEA, 20 U.S.C. 1400 et seq.

Last Modified by Jennifer Hagemann on April 27, 2018

Book	1ST DRAFT POLICY CLEAN
Section	2000 Program
Title	INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Number	po2460.03
Status	

#### 2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

#### **Procedures to Obtain an IEE at Public Expense**

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
  1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
  2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
  1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
  2. The examiner must be located within 100 miles of the District, and must conduct the evaluation within District boundaries.
  3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.
  4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
  5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In

addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.

6. The same criteria apply to both public and independent examiners.

- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.
- E. The District will permit parents to show that unique circumstances justify an IEE that exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

© Neola 2016

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title RECORDING OF IEP TEAM MEETINGS  
Number po2461  
Status

#### 2461 - **RECORDING OF IEP TEAM MEETINGS**

The recording of IEP Team meetings is prohibited unless it is necessary in order for a parent to understand the IEP process and/or his/her child's IEP, or otherwise necessary to implement other parental rights under the IDEIA, Section 504 of the Rehabilitation Act of 1973, as amended, and/or the Americans with Disabilities Act, as amended.

- A. If a parent believes that audio recording an IEP Team meeting is necessary, s/he should notify the Director of Student Services in writing, preferably at least two (2) school days before the IEP Team meeting, of his/her desire to audio record the meeting and the reason the recording is required. The Director of Student Services will notify the parent at least one (1) school day before the meeting if s/he intends to deny the parent's request to record the meeting.
- B. If the District representative denies the request, s/he will state in writing the reasons for the denial. Authorized exceptions to the general prohibition against the audio recording of IEP Team meetings will typically involve situations when a parent or other IEP Team member has a disability recognized under Section 504/ADA or a language barrier that would preclude the individual's ability to understand and/or meaningfully participate in the IEP process, and creating an audio recording of the meeting will remove the barriers to access to the IEP process. The District representative may ask for documentation of the existence of any such disability or language barrier. If a parent is permitted to audio record the meeting, s/he must use his/her own recording device and the District will similarly record the meeting.

Video recording an IEP Team meeting is prohibited, unless only video recording the IEP meeting will effectively remove a parent(s) barrier to access to the IEP process caused by a disability. A health care provider's verification of this necessity will be required.

If the District records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

© Neola 2013

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title PROGRAMMING FOR GIFTED AND TALENTED STUDENTS  
Number po2464  
Status

2464 - **PROGRAMMING FOR GIFTED AND TALENTED STUDENTS**

In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programming be provided to meet the needs of gifted and talented students.

Gifted and talented students are those who give evidence of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.

Programming shall be established to provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability. "Gifted and talented students" shall include those students who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need activities not ordinarily provided in a regular school program. Students shall be identified as gifted and talented in accordance with state guidelines.

Legal 118.35, Wis. Stats.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title ADOPTION OF TEXTBOOKS  
Number po2510  
Status

## 2510 - **ADOPTION OF TEXTBOOKS**

The Board of Education shall approve all textbooks used as part of the educational program of this District. "Textbook", for purposes of this policy, shall mean the principal source of instructional material for any given course of study, in whatever form the material may be presented, that is available or distributed to every student enrolled in the course.

The criteria established for the method of selection and subsequent Board adoption of textbooks shall not discriminate on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Further, the Superintendent shall review all textbooks to assure they reflect the cultural diversity and pluralistic nature of American society in compliance with applicable educational standards.

The Superintendent shall be responsible for the selection and will provide the Board with a description of the process used for making a recommendation of textbooks for Board consideration.

© **Neola 2017**

Legal 118.03, Wis. Stats.  
118.13 Wis. Stats.  
121.02(1)(h) Wis. Stats  
P.I. 9  
P.I. 41  
Fourteenth Amendment, U.S. Constitution  
20 U.S.C. Section 1681, Title IX of Education Amendments Act  
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974  
29 U.S.C. Section 794, Rehabilitation Act of 1973  
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964  
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

Last Modified by Jennifer Hagemann on April 27, 2018



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT  
Number po2521  
Status

## 2521 - **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Board does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in its selection of instructional materials and equipment.

The Superintendent is responsible for the selection and maintenance of all educational and instructional materials and equipment. In addition s/he shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate where the product becomes the property of the student.

© **Neola 2014**

Legal 118.13, 120.13(5) Wis. Stats.  
P.I. 9, 41, Wis. Adm. Code  
Fourteenth Amendment, U.S. Constitution  
20 U.S.C. Section 1681, Title IX of Education Amendments Act  
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974  
29 U.S.C. Section 794, Rehabilitation Act of 1973  
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964  
42 U.S.C. Section 12101 et seq., The Americans with Disabilities Act of 1990  
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,  
Department of Education, Office of Civil Rights, 1979

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title COPYRIGHTED WORKS  
Number po2531  
Status

#### 2531 - **COPYRIGHTED WORKS**

The Board of Education directs its staff and students to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff and students must, therefore, avoid acts of copyright infringement under penalty of law.

In accordance with provisions of the copyright law, exclusive rights of reproduction, distribution, adaptations, performance and display will be granted to the creator of the work unless:

- A. Fair use or educational exclusions apply;
- B. Licensing agreements are obtained;
- C. Written permission is granted by the copyright owner; or
- D. Materials are exempt from exclusive rights specifications.

Educators and students have access to print, images, websites, moving-image media, and sound media in both analog and digital forms. In all cases, a digital copy is the same as a hard copy in terms of "fair use". Also, today's technology allows for the creation of multi-media presentations by educators and students. It is the responsibility of course instructors to be familiar with copyright laws and to instruct students in responsible use of images, audio and print materials. The District assumes no liability for copyright infringement by individuals employees and others using school equipment in violation of this policy. Notices of copyright restrictions shall be placed on and/or near those devices that could be used for copying materials or information (e.g., computer labs, digital functional copier). They shall also be posted on the media centers' web pages, along with links to other resources regarding use of copyrighted works. General copyright information will be provided to staff on an annual basis.

Because the Board hosts a web site and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the Board's liability risk relating to material/information residing, at the direction of a user, on its system or network, the Board directs the Superintendent to annually appoint an individual as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the Board's web site. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.

The agent shall be responsible for investigating and responding to any complaints.

Legal 17 U.S.C. 101 et seq.

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title PROGRAM ACCOUNTABILITY AND EVALUATION  
Number po2605  
Status

#### 2605 - **PROGRAM ACCOUNTABILITY AND EVALUATION**

The Board of Education believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the District, the Board has the responsibility for assessing how well goals are being accomplished.

The Board shall fulfill this responsibility by establishing a means for the continued evaluation of results.

The Superintendent shall recommend improvements in the educational program annually, based on the evaluation of the District's program. Such improvements shall reflect the plans for improvement of the educational program submitted by each school principal. Each school's improvement plan shall be based on staff's findings from program evaluations at each level as well as on the evaluations provided by the school improvement team (see Policy 2120). The Board reserves the right to employ experts from outside the District to serve in the evaluation process.

Assessment results obtained under this policy shall not be used for comparison purposes except as required by statute, regulations of the Department of Public Instruction, or internally, as authorized by the Superintendent or Board.

A copy of accountability reports and ranking levels for each school within the District boundaries, including independent "2r" charter schools and private schools participating in a private school choice program, shall be provided to all parents within the District on an annual basis.

© **Neola 2015**

Legal Wis. Stats 115.385(2), 115.385(4)

Last Modified by Jennifer Hagemann on April 27, 2018

Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title STUDENT ASSESSMENT  
Number po2623  
Status

## 2623 - **STUDENT ASSESSMENT**

### General Statement of Policy

The School District of Mauston is committed to balanced and ongoing student assessment program that is appropriate to each student. Systematic collection, analysis and application of student assessment data is necessary to ensure quality and continuous student achievement, growth and accountability for teaching and learning and continuous instructional program review.

### District-wide Assessment Plan

In addition to state standardized assessments, the District Assessment Plan shall reflect the use of multiple measures of assessment that demonstrate student performance. These may include district assessments, informal teacher designed assessments, instructional program designed assessments, diagnostic assessments, tests of learning aptitude, career awareness and aptitude/attitude assessments, portfolios, performance assessments and tests required by state legislation.

The District expects that all assessments will arise from clearly articulated achievement expectations, serve an instructional relevant purpose, utilize proper methodology, sample student achievement in an appropriate development manner, and be reflective of all relevant sources of bias and distortion that may lead to an inaccurate assessment.

### Utilization of Student Assessment Data Summary

District assessment data will be available to administrators and appropriate teachers and the Board of Education. Appropriate student assessment reports will also be provided to the public as required by law. The District will establish student learning improvement targets which will be used longitudinally to measure progress on key District action steps.

District and school level data will be used for curriculum and instruction professional development and evaluation, monitoring student learning, program development and evaluation, establishment of Board of Education goals, District budget development decisions, and the development of classroom interventions at the classroom level.

Specifically, school level data will be used to monitor student learning, assess the effectiveness of curriculum, classroom instructional materials and instructional strategies. School level data will be reviewed and aligned with necessary reporting to parents/guardians about student progress.

Except as otherwise provided by law, individual student scores obtained from any aspect of the District's assessment program shall remain confidential and only be provided to appropriate school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian(s).

Decisions regarding the assessment of students with disabilities and English Language learners shall be made on an individual basis in accordance with legal requirements and established District policies and procedures.

### Formative Classroom Assessment Data

Informal assessment data for students will be multiple in form and collected for a variety of purposes. In addition to the assessment data mentioned above, formative data will be collected and measured in the classroom:

- A. To provide feedback to both students and teachers about the progress students are making in learning the essential standards and learning targets as articulated in the curriculum;
- B. To assist and guide students in learning the use of instructional materials and inform teachers regarding instruction modifications;



Book 1ST DRAFT POLICY CLEAN  
Section 2000 Program  
Title SCHOOL PERFORMANCE AND ACCOUNTABILITY REPORTS  
Number po2700.01  
Status

#### 2700.01 - **SCHOOL PERFORMANCE AND ACCOUNTABILITY REPORTS**

The Board of Education believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the Board has adopted this policy.

##### **State School Performance Report**

The Board will publish an annual school and school district performance report including all information prescribed by statute. By January 1st of each year the School Board shall notify the parents of each student enrolled in the District of the right to request a school and school district performance report. By May 1st, the Board shall distribute copies of the report to those who have requested, the report including, students enrolled in charter schools located in the District, that have requested the report.

The annual school and school district report shall be made available on the District's internet for public viewing.

The report shall generally include the following information, as required or modified by the State Superintendent:

- A. indicators of academic achievement, including the performance of students on Statewide assessment examinations by subject area
- B. dropout, attendance, retention in grade and graduation rates
- C. percentage of habitual truants, percentage of students participating in extracurricular and community activities and advanced placement courses
- D. percentage of graduates in postsecondary educational programs and percentage of graduates entering the workforce
- E. number of suspensions and expulsions, the reasons for, and duration of, the suspensions and expulsions and the length of time students are expelled
- F. staffing and financial data information
- G. number and percentage of resident students attending a course in a nonresident district and the number and percentage of nonresident students attending a course in the district, and
- H. method of reading instruction used in the District

##### Title I Provisions of the School Performance Report

In any year that the District receives Title I funding, its school performance report must also include the following information:

- A. the number and percentage of schools identified for school improvement and how long they have been in that category
- B. a comparison of the achievement by the Districts' students on the Statewide academic assessment to the achievement of students in the State as a whole
- C. for each school, whether it has been identified for school improvement, and a comparison of the school's student achievement on the Statewide achievement assessments and other adequate yearly progress indicators to those students in the District and the State as a whole
- D. aggregated achievement information on State assessments in math, reading or language arts, and science

- E. achievement information for math, reading or language arts, and science disaggregated by race, ethnicity, disability, gender, migrant status, English proficiency, and status as economically disadvantaged, except in cases where numbers are too small to be statistically robust or where the results would reveal personally identifiable information about an individual student
- F. the percentage of students not tested, disaggregated with the same conditions as in paragraph E above
- G. information that can be used to compare actual achievement levels with State objectives for each group
- H. the most recent two (2) year trend data in achievement by subject area and grade level in areas where assessments are required
- I. aggregate information on State indicators used to determine adequate yearly progress in achieving State academic achievement indicators
- J. graduation rates for high school students
- K. information about the performance of the district making adequate yearly progress, including the number and names of schools identified for school improvement under "Consequences for Low-Performing Schools", and
- L. the professional qualifications of teachers and the percentage of such teachers teaching with permits or emergency licensure, both in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

This information must be disseminated annually to all buildings and all parents, and made widely available through public means such as posting on the Internet and distribution to local media and public agencies.

Distribution to parents should be in an understandable format and in a language the parents can understand. This report to parents may be included with the student report cards at the end of the year, if all students receive report cards.

#### SCHOOL ACCOUNTABILITY REPORTS

A copy of the accountability reports and ranking levels for each school within the District shall be provided to all parents on an annual basis. Additionally, on an annual basis a list of all educational options available to children who reside in the District, including public school, private schools participating in a parental choice program, charter schools, virtual schools, full time open enrollment, youth options, course options, and options for students enrolled in a home-based private education program.

© Neola 2016

Legal

115.38, Wis. Stats.

20 U.S.C. 6311

Last Modified by Jennifer Hagemann on April 27, 2018