

2000	PROGRAM
2105	Mission and Philosophy of the District
2120	School Improvement
2210	Curriculum Development
2220	Adoption of New Programs and Courses of Study
2221	Special Observance Days
2240	Controversial Issues
2241	Waiver of Participation in Approved Curricular Programs
2260	Nondiscrimination - Access to Equal Educational Opportunity
2261	Title I Services
2261.01	Programs for English Language Learners
2271	Youth Options Program
2330	Homework
2411	Guidance and Counseling
2412	Homebound or Hospital Instruction
2414	Human Growth and Development
2416	Student Privacy and Parent Rights in Relation to District Programs/Activities
2416.01	Research Projects and Surveys
2416.1	Protected Student Information
2423	Education for Employment
2430	Extra-Curricular Activities
2430.01	Special Programs by Community Volunteers
2431	Interscholastic Athletics
2440	Summer School
2460	Special Education
2460.02	Least Restrictive Environment Position Statement
2464	Programs for Gifted and Talented Students
2521	Selection of Instructional Materials and Equipment
2521.01	Library/Media Materials
2521.02	Resource Speakers
2521.03	Interlibrary Loan of Materials
2531	Copying Copyrighted Materials

2605	Program Accountability and Evaluation
2623	Student Assessment
2700	Reporting to the Public Annual Performance Disclosures Reports

MISSION and VISION OF THE DISTRICT

- I. Mission Statement - We educate all children to reach their greatest potential.
- II. Vision Statement - We will continue our quest to move from good to great through a process of continuous improvement based on current research and data by focusing on:
 - A. student success for all
 - B. twenty-first century student instructional and learning opportunities.
 - C. advanced technological instructional support.
 - D. rigorous and relevant curriculum and instruction.
- III. Belief Statements – We believe:
 - A. children are our priority.
 - B. learning is a life-long process.
 - C. innovation and change are essential to help prepare children to be successful in an ever changing world.
 - D. rigor and relevancy will increase student success.
 - E. education is a responsibility shared by the individual, family, school, and community.
 - F. positive relationships between students and staff members are essential and therefore expected to help students reach their full potential.
 - G. access to quality education is essential for a free society.
 - H. people are our most valuable asset.
 - I. our children deserve a great education.
 - J. success for all students requires multiple pathways for learning.

IV. Goals

- A. We will work with families, communities, business partners, and higher education institutions to ensure individual student success.
- B. We will employ highly skilled, positive, dedicated, and compassionate people who make children their priority.
- C. We will seek and implement varied instructional strategies, which promote life-long learning and help all children succeed.
- D. We will increase educational success by fostering positive relationships in a supportive climate throughout the district.
- E. We will keep moving from good to great through a culture of innovation and 21st century instruction and learning.

V. Parameters

- A. We will be respectful of ourselves, others, and our environment.
- B. We will consider student needs, instructional data, Board guidelines, enrollment, and assessment information when allocating resources.
- C. We will have collaborative instructional planning and decision making teams throughout the district focused on student learning.
- D. We will use common assessments that are both formative and summative; immediate feedback assessments; and required state assessments to guide instruction and demonstrate successful student learning.
- E. We will annually review our progress toward achieving our district mission and vision and collaboratively plan for the future.
- F. State and federal imposed mandates and budget restraints are obligatory parameters.

Legal reference:
Sections 118.001; 118.01; 120.13, 121.02 (1), Wis. Stats.

Cross reference:
Board Policy 0123 – Philosophy of the Board
Board Policy 1110 – Assessment of District Goals
Board Policy 2120 – School Improvement

Board Policy 2210 – Curriculum Development
Board Policy 2260 – Access to Equal Educational Opportunities
Board Policy 3560 – School/Student Nutrition and Fitness
Educational Technology Plan

Adopted: 6/18/01
Revised: 12/17/01; 12/12/05; 12/06/10

SCHOOL IMPROVEMENT

- I. The mission of the School District is to educate all children to reach their greatest potential, and the vision is a quest to move from good to great. Therefore, continuous growth and improvement are necessary to carry out the School District's mission and to achieve its vision.
- II. The Board of Education expects every employee to pursue continuous individual and district wide improvement. To ensure the District's quest to move from good to great, the Administrators will provide the leadership necessary for this growth and improvement through collaborative teams, close supervision, high expectations, current research, and periodic reports to the School Board.
- III. In addition, the School Board has adopted a formal process, which includes:
 - A. Annual joint School Board/Administrative Council strategic thinking/planning session to review the past year's successes and chart the path for the next school year based on the District's mission and vision.
 - B. Annual School Board goals established to provide direction to the School District and its employees.
 - C. Specific leadership priorities developed in collaboration with the Superintendent, which focus on continuous district improvement.
 - D. Formal annual evaluation of the Superintendent and School Board based on the leadership priorities and Board goals.
 - E. The Board of Education's formal review of each Administrator's evaluation performed by the Superintendent in charting the future course of the School District.
 - F. Formal recognition of student and staff successes during regular School Board and Committee Meetings.
- IV. Finally, the School Board believes that the aforementioned formal process, along with the strong mission and vision focusing on the ongoing and continuing success of our students, will assist the Port Washington-Saukville School District students in meeting the diverse opportunities of the 21st century.

Cross reference:
Board Policy 2105 – Mission and Philosophy of the District

Adopted: 6/18/01
Revised: 12/06/10

CURRICULUM DEVELOPMENT

- I. The Board of Education recognizes that the goal of curriculum development is the improvement of student learning and to educate all children to reach their greatest potential. The Board recognizes the significance of time, materials, and human resources necessary for curriculum development and evaluation process.
- II. The Board directs that the curriculum:
 - A. provide instruction in courses consistent with state laws and regulations and is based on a written sequential plan;
 - B. be aligned with the Board adopted academic standards, based on the state and federal standards;
 - C. ensure 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;
 - D. be consistent with the District's mission and goals;
 - E. be consistent with applicable state and federal laws and regulations, State-recommended performance standards for students, and district established benchmarks;
 - F. allow for the development of individual student needs and interests;
 - G. provide strategies for continuous learning from grade to grade in an organized and systematic process;
 - H. utilize a variety of learning resources to accomplish educational goals;
 - I. integrate guidance and counseling programs and services to assist students in their academic, social/emotional, and career development.
- III. Additions or deletions to the curriculum shall be reviewed and adopted by the Board.
- IV. The Board will provide time and human resources through the budget process, policy development, and negotiated agreements relative to released time; resources for curriculum

evaluation and development; school improvement efforts; professional growth activities; and summer curriculum development activities.

Legal reference:

Sections 118.001, 118.01, 118.015, 118.13, 118.30, 120.12(2), 120.13, 121.02(1), (k) and (L) Wis. Stats.

PI 8.01(2)(k)(1) – (4) Wis. Adm. Code

Cross reference:

Board Policy 0122 – Powers

Board Policy 2210 – Curriculum Development

Board Policy 2220 – Adoption of New Programs and Courses of Study

Board Policy 2241 – Student Privacy/Parent Rights and District Programs/Activities

Board Policy 2521 – Selection of Instructional Materials and Equipment

Board Policy 2605 – Accountability and Evaluation of Programs

Board Policy 2623 – Student Assessment

Current Employee Contracts/Agreements

Adopted: 6/18/01

Rev. 1/12/04; 9/11/06; 1/10/11

ADOPTION OF NEW PROGRAMS AND COURSES OF STUDY

- I. Before a new instructional program, course, or major content change in an existing program is implemented in the District, the mission, goals, and standards of the program shall be presented to the Board of Education. The program request shall contain the following information:
 - A. need for the program;
 - B. clear and concise statement of goals to be accomplished;
 - C. anticipated dates for completion of goals;
 - D. projected need for materials, equipment, staff, etc.;
 - E. funding of program, cost, and future costs;
 - F. impact on other programs, e.g. enrollment.
- II. The sequence of approval for new courses or programs will be as follows:
 - A. K-12 Curriculum Committee
 - B. Curriculum Coordinator
 - C. Administrative Council
 - D. Board of Education
- III. The sequence of approval for new proposals will include the appropriate committees, Administrative Council, and the Board of Education.

Adopted: 6/18/01
Rev. 1/12/04; 9/11/06; 1/10/11

SPECIAL OBSERVANCE DAYS

- I. The School District shall provide for proper recognition of special observance days as specified in state law. The specified observation days are outlined in Administrative Guideline 2221.
- II. Any other district recognition days shall be approved by the Administrative Council. The administration, along with the teaching staff, shall be responsible for developing appropriate activities for the observance of the above days.

Legal reference:

Sections 118.02, 118.025 Wis. Stats.

Cross reference:

Administrative Guideline 2221– Special Observance Days

Adopted: 6/18/01

Rev. 10/11/04; 9/11/06; 1/10/11

CONTROVERSIAL ISSUES

- I. The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. 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.
- II. 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 likely to arouse both support and opposition in the community.
- III. The Board will permit the introduction and proper educational use of controversial issues provided that the use in the instructional program:
 - A. is related to the instructional goals of the course of study and is appropriate for the maturity level 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.
- IV. In the discussion of any issue, teachers may express personal opinions, and must identify these as such, and must not express such opinions for the purpose of persuading students to the teacher's point of view.

Legal Reference:
Sections 118.001, 120.13 Wis. Stats.

Cross Reference:
Board Policy 2210 – Curriculum Development
Board Policy 2241 – Waiver of Participation in Approved Curricular Programs
Board Policy 2260 – Access to Equal Educational Opportunities
Board Policy 2416.1 – Protected Student Information
Board Policy 2521 – Selection of Instructional Materials and Equipment
Board Policy 2521.01 – Library/Media Materials
Board Policy 9130 – Public Complaints

Adopted: 6/18/01
Rev: 9/11/06; 1/10/11

WAIVER OF PARTICIPATION IN APPROVED CURRICULAR PROGRAMS

The Board of Education 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, parents indicate to the school that either content or activities conflicts with their religious beliefs or value system, the school will honor a written request for their 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.

The Superintendent shall develop administrative guidelines for dealing with waivers.

Cross Reference - 2240

Adopted: 6/18/01

NONDISCRIMINATION – ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

- I. No student shall be discriminated against on the basis of sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation; or physical, mental, emotional, or learning disability.
- II. This policy shall apply to all areas of education including-admission, placement, student discipline, grading, assessment, instructional materials selection, curriculum, interscholastic and extra-curricular activities, and food services. The policy is intended to extend to all educational activities of the student.
- III. The Superintendent shall appoint a compliance officer to ensure compliance with Federal and State regulations and to act on behalf of the District.
- IV. Complaints regarding the interpretation or application of this policy shall be referred and processed in accordance with established procedures.
- V. Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the District calendar and posted in each school building in the District. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities.
- VI. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable service, as provided to the other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.
- VII. The District shall provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. Students may be considered handicapped or disabled under this policy even if they are not covered under the District's special education policies and procedures.
- VIII. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Request for accommodations shall be made in writing and approved by the Principal or Assistant Principal. Accommodations may include, but not necessarily be limited to, exclusion from participating in an activity, alternative assignments, release time from school to participate in

religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Legal reference:

Sections 115.28(31), 118.13 Wis. Stats.
PI 9, 41 Wis. Adm. Code
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1973
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991
McKinney-Vento Homeless Education Assistance Act

Cross reference:

Board Policy 2260 – Access to Equal Educational Opportunities
Board Policy 2105 – Mission and Vision of the District
Board Policy 2241 – Waiver of Participation in Approved Curriculum Programs
Board Policy 2460 – Special Education
Special Education Handbook
Section 504 Plan

Adopted: 6/18/01

Rev. 1/12/04; 9/11/06; 1/10/11

TITLE I SERVICES

It is the intent of the District to help all students reach their greatest potential and meet the District's academic standards. In an effort to help students who need support in meeting academic standards, the Board shall participate in the federal Title I program. The Superintendent or designee shall prepare a plan for the delivery of services which meets the legal requirements for participation in the program, including but not limited to, those described below.

I. Participation in Plan Development:

- A. The program plan shall be developed by appropriate staff members and parents of students who will be served by the plan.
- B. Appropriate training will be provided to staff members who provide Title I services.

II. Assessment:

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

III. Parent Involvement:

- A. The Board recognizes the importance of parent involvement in their children's education. Therefore, the District shall provide appropriate opportunities for parents to not only become involved in the design and implementation of District Title I program activities, and in improving the academic achievement and school performance of their children.
- B. Specifically, the District shall provide for parent involvement through the following:
 - 1. Title I annual meetings
 - 2. Flexible meeting options for parents
 - 3. Participation on District advisory committees
 - 4. Regular, meaningful two-way communication between parents and the schools regarding learning standards and student achievement through

progress reports, conferences, meetings, telephone contacts, notes and other appropriate means. The District respects the diversity and differing needs of families and shall provide home-school communication opportunities with those needs in mind.

5. Special activities such as parent listening sessions, school open houses, parenting classes, curriculum nights, and parent surveys
6. Volunteer and mentoring opportunities in the schools
7. Parents of the students participating in the Title I program services shall be informed annually of this policy and of the opportunities available for them to get involved in their child's educational program and in improving student achievement.

IV. Comparability of Services:

- A. Title I funds will be used only to augment, not to replace, State and local funds. The District has established and implemented a district-wide salary schedule and shall use State and local funds to provide educational services in Title I program areas, which if taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.
- B. In order to achieve comparability of services, the Superintendent or designee shall assign teachers, administrators, and support staff and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.
- C. The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent for bilingual education, services to children of limited English proficiency, and special education programs. Unpredictable changes in enrollment or personnel assignments will not be taken into account in determining comparability of services.
- D. Documentation verifying compliance with this policy shall be updated annually, and records shall be updated on a biennial basis documenting compliance. These records shall be available for the Wisconsin Department of Public Instruction and/or auditors review upon request.

V. Highly Qualified Staff:

The District shall employ highly qualified teachers and paraprofessionals and provide professional development opportunities for staff in accordance with State and Federal law requirements and established District policies.

Legal References:

Elementary and Secondary Education Act as Amended [20 USC 2701]
Improving the Academic Achievement of the Disadvantaged [34 CFR Part 200]
McKinney-Vento Homeless Education Assistance Act

Cross References:

Board Policy 2105 – Mission and Vision of the District
Board Policy 2261.01 – Programs for English Language Learners
Board Policy 2260 – Access to Equal Educational Opportunities
Board Policy 2623 – Student Assessment
Board Policy 3120 – Employment of Professional Staff
Board Policy 3242 – Professional Growth Program
Board Policy 4120 – Employment of Support Staff
Board Policy 6110 – Federal Funds
Board Policy 9250 – Home-School Relations
Title I District-wide and School Plans

Adopted: 2/07/11

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

- I. The District shall provide a quality, non-biased program for students who possess limited or no command of the English language. The purpose of this program is for these students to improve their level of English proficiency which will enable them to achieve to the best of their abilities. The program shall include the following elements:
 - A. identification of limited English language learner (ELL) students;
 - B. assessment of the student's abilities;
 - C. programming format;
 - D. assessment of student progress; and
 - E. program exit procedures.
- II. The District believes that four language skills contribute most to the desired proficiency in English language skills for ELL students in the classroom: reading, writing, listening, and speaking.
- III. The language proficiency of ELL students shall be assessed using Wisconsin Department of Public Instruction (DPI) approved English proficiency assessment instrument and students shall be classified by language group, grade level, age, and English language proficiency. Personnel shall obtain other pertinent information regarding these students as well.
- IV. The result of both State-required tests and alternate assessments shall be used consistent with District policies and State guidelines in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criteria in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for course or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities. Exemption of an ELL student from taking a State-required test may also not be ~~used~~ used as the sole criteria for making such determinations.
- V. State requirements will be followed, and precautions shall be taken to avoid exiting these students prematurely from their program. Pre-determined criteria and procedures shall serve as the determining factors for making decisions regarding completion of programs.

To meet State law requirements, the Board shall establish a bilingual-bicultural program when a sufficient number of students are identified as having limited English proficiency and are of the same language group.

Legal References:

Sections 115.96, 115.97, 118.13, 118.30 Wis. Stats.

PI 13, Wis. Adm. Code

No Child Left Behind Act of 2001

Cross References:

Board Policy 2261 – Title I Services

Board Policy 2260 – Nondiscrimination – Access to Equal Educational Opportunities

Board Policy 2623 – Student Assessment

Adopted: 2/07/11

YOUTH OPTIONS PROGRAM

- I. The Board of Education recognizes the value to students and to the District for students to participate in programs offered by University of Wisconsin institutions, Technical Colleges and participating private higher education institutions in Wisconsin.
- II. The Board will allow high school juniors and seniors who meet the criteria to enroll in an approved Youth Options Program while in attendance in the District. Students will be eligible to receive college and high school credit for completing any of these programs providing they meet the established requirements and, in some cases, where the District does not offer a comparable course(s) as defined by the State Superintendent's guidelines. This policy limits the number of credits for which the School Board will pay to the equivalent of 18 post-secondary credits per student. Also, the District will not be responsible for any costs related to summer Youth Options programming.
- III. If a student receives a failing grade (as defined by the school district), refuses to provide a grade to the School Board, or fails to complete the course, the parent or guardian or pupil (if he/she is an adult) shall reimburse the Board the amount paid by the Board on the pupil's behalf. If payment is not received as requested, the student is ineligible for further participation in the Youth Options Program.
- IV. The Superintendent shall establish an administrative guideline to ensure that such programs are in accordance with State regulations and are properly communicated by October 1st of each school year to both the students in grades 9-11 and their parents. The administrative guideline shall also establish procedures, based on State guidelines, for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a Youth Options Program.
- V. Tuition and fees may not exceed the tuition charged to a State resident and shall be paid in accordance with State law.

Legal reference:
Sections 118.33, 118.55, Wis. Stats.
P.I. 40, Wis. Adm. Code

Cross reference:
Administrative Guideline 2271 – Youth Options Program Procedures
Board Policy 2260 – Access to Equal Educational Opportunities
Board Policy 5460 – Graduation Requirements

Adopted: 6/18/01
Rev. 10/11/04; 9/11/06; 3/14/11

HOMEWORK

The Board of Education acknowledges homework as extensions of the instructional program of the schools. The Board further recognizes the role of parents in providing assistance to their children.

Homework shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

When assigned:

- A. Homework should be a planned part of the curriculum used to extend and reinforce the learning experience of the school.
- B. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student.
- C. Homework should be assigned with clear direction and its product carefully evaluated.
- D. Homework should always serve a valid learning purpose.

Adopted: 6/18/01

GUIDANCE AND COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the District. Such a program should be developmentally appropriate in the following areas:

- A. Assist every student in achieving their greatest potential;
- B. Facilitate student academic development so that students acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span; complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college; and understand the relationship of academics to the world of work and to life at home and in the community;
- C. Foster career awareness and development in where students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions; employ strategies to achieve future career success and satisfaction; and understand the relationship between personal qualities, education and training and the world of work;
- D. Promote personal and social development so that students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others; make decisions, set goals, and take necessary action to achieve goals; and understand safety and survival skills;
- E. Provide programs that incorporate:
 - 1. individual planning, appraisal, and advisement;
 - 2. responsive services that include consultation, individual and small-group counseling, crisis counseling, referrals, and peer facilitation;
 - 3. system support that consists of professional development, consultation, collaboration, and teaming;
 - 4. program management and operation that utilizes data driven decision-making.

The district shall not discriminate in the methods, practices, and materials used for testing, evaluating, or counseling students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, and disability. This does not prohibit the use of special testing, counseling materials, or techniques to meet the individual needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

118.125; 118.126; 118.13; 121.02(1)(e), Wis. Stats.
P.I. 8.01(2)(e); PI 8.01(2)(e), Wis. Adm. Code

Cross References:

Board Policy 2241 – Waiver of Participation in Approved Curriculum Programs
Board Policy 2260 – Nondiscrimination – Access to Equal Educational Opportunities
Board Policy 2260 – Rule, Student Discrimination Complaint Procedures
Board Policy 2464 – Programs for Gifted and Talented Students
Board Policy 2623 – Student Assessment
Board Policy 5350 – Suicide Intervention
Board Policy 5451 – Student Awards and Scholarships
Board Policy 8330 – Pupil Records
School Safety Plans

Adopted: 6/18/01

Revised: 8/08/11

HOMEBOUND OR HOSPITAL INSTRUCTION

The Board of Education shall provide, pursuant to rules of the Wisconsin 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 or an appropriately licensed practitioner and shall:

- A. certify the nature of the medical disability;
- B. state the probable duration of the confinement;
- C. request such instruction.

Applications must be approved by the Director of Special Services.

The District shall begin the instruction and shall recommend that the instruction begin as soon as practicable after the date of notification for nonspecial-education students. In the case of students with disabilities under an Individual Education Program, the instruction is to begin as soon as practicable after the IEP Committee has met to develop an appropriate I.E.P. The program of homebound instruction given each student shall be in accordance with rules of the Department of Instruction or other appropriate agency.

Where permitted by law, the District reserves the right to withhold homebound instruction when a parent or other adult in authority is not at home with the student during the hours of instruction.

The Superintendent shall develop administrative guidelines for implementing the policy.

115.85(2)(e), Wis. Stats.
P.I. 11.31, Wis. Adm. Code

Adopted: 6/18/01

HUMAN GROWTH AND DEVELOPMENT

The Board of Education is responsible for approving curriculum and assuring that this curriculum is being taught.

The Board recognizes, however, that parents/guardians may desire or request that their children be excluded from receiving instruction in specific phases of certain curricular offerings due to conditions and circumstances outside of the jurisdiction of the School District.

The Board respects these situations and will evaluate requests based on the following procedures:

- A. Each year upon request, the administration shall provide the parent/guardian of each student enrolled in the District with an outline of the human growth and development curriculum used in that student's grade level. The parent/guardian shall be advised of their right to inspect the complete curriculum and instructional materials. These documents will be made available upon request for inspection at any time, including prior to their use in the classroom.
- B. If the student's parent/guardian files a written request with the teacher or school principal, that student will be exempted from instruction in all or part of the human growth and development curriculum. When exempted, the student will be assigned to a workstation away from the class, and will be given an alternate assignment by the teacher.
- C. Students who are removed from a course under the provisions of this policy will be placed under the supervision of authorized school personnel.

115.35, 118.019, Wis. Stats.
P.I. 8.01(2)(j), Wis. Adm. Code

Cross Reference – 2241

Adopted: 6/18/01

**STUDENT PRIVACY AND PARENT RIGHTS
IN RELATION TO DISTRICT PROGRAMS/ACTIVITIES**

- I. Parents/guardians may inspect, upon request, any instructional material used as part of the educational curriculum for students. In addition, parents/guardians may deny their child's participation in certain District educational programs or activities in accordance with state and federal laws and regulations.
- II. Specifically, parents/guardians may:
 - A. request reasonable accommodations for their child with regard to examinations and other academic requirements based on their child's sincerely held religious beliefs.
 - B. request that their child not participate in instruction in human growth and development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effect of controlled substances and alcohol upon the human system, symptoms of disease, and the proper care of the body).
 - C. request that their child not participate in any survey administered or distributed to students in the schools that reveals information concerning any of the following:
 - 1. political affiliations or beliefs of the student or the student's parents;
 - 2. mental and psychological problems of the student or the student's family;
 - 3. sex behavior or attitudes;
 - 4. illegal, anti-social, self-incriminating or demeaning behavior;
 - 5. critical appraisals of other individuals with whom students have close family relationships;
 - 6. legally recognized privileged or analogous relationships such as those of lawyers, physicians, and ministers;
 - 7. religious practices, affiliations, or beliefs of the student or student's parent; or
 - 8. income, other than that required by law to determine eligibility for participation in a program or for receiving assistance under such a program.

- D. inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If a survey containing any of the above information is funded in whole or in part by any program administered by the U.S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.
 - E. request that their child not participate in any activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. "Personal information" includes individually identifiable information such as a student or parent's first and last name, address, telephone number, or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.
- III. Parents/guardians shall be informed at the beginning of the school year of the specific or approximate dates during the school year when activities outlined in items D and E are scheduled to take place and shall be given the opportunity to request that their child not participate in such activities.
 - IV. Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.
 - V. The District shall inform parents/guardians of this policy at the beginning of each school year.

Legal References:

Sections 118.01(2)(d)2, 118.019 Wis. Stats.

PI 41, Wisconsin Administrative Code

Protection of Pupil Rights Provisions of General Education Provisions Act (20 USC 1232h, as amended by No Child Left Behind Act of 2001)

Cross References:

Board Policy 2416.01 Research Projects and Surveys

Adopted: 3/14/11

RESEARCH PROJECTS AND SURVEYS

- I. The Board of Education supports research designed to improve all phases of the learning process. Surveys, testing instruments, questionnaires, and interviews are a part of the process of research and evaluation. The purpose of this policy is to encourage meaningful research and evaluation in our schools, while establishing parameters to ensure efficient use of school time and resources.
- II. Internal Research and Evaluation
 - A. Individual staff members, including administrators, teaching teams, or department members who use questionnaires and surveys as a regular part of the evaluation of program or instructional effectiveness may do so in cooperation with other appropriate staff and with the approval of the staff member's supervisor.
 - B. Class projects that use surveys or questionnaires (external to the class conducting the research) must have prior clearance by department chairs or team leaders (if applicable), as well as the approval of the principal.
 - C. Individual staff members who wish to use a survey instrument or a questionnaire to secure information for a college class project must first be given approval by the department chair or team leader (if applicable) and the school principal before using the instrument with any group of students in the school. Student teachers and interns will work with the cooperating teacher to develop surveys or research for their assigned classes. Prior written approval of the research project must also be given by a university or college faculty member.
 - D. Survey instruments or questionnaires designed by a program committee, department, or team to solicit information from students, staff, parents or community members, and alumni may be used after approval by the Administrative Council.

III. External Research

Survey instruments, questionnaires or research projects initiated by individuals, institutions, clubs, or other agencies not part of the School District must be referred to the administrative council for approval prior to use in the District. Administrative guidelines govern the external research approval process.

Legal Reference:
20 U.S.C. 1232(a)(b)

**BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS**

**PROGRAM
2416.01 / page 2 of 2**

Cross Reference

Board Policy 2416 – Student Privacy and Parent Rights in Relation to District Programs/Activities

Board Policy 3232 – Research and Publishing

Adopted: 6/18/01

Rev. 3/8/04; 3/14/11

PROTECTED STUDENT INFORMATION

The intent of the Board of Education is to provide parents and eligible students with an informed choice and the right to give written consent when participating in inquiries which contain topics of protected information as defined by a legal standard. Inquiries are defined as surveys, questionnaires, or polling, and may contain a variety of formats that may include written and electronic means.

In January 2002, the Protection of Pupil Rights Amendment (PPRA) (also known as The Hatch Amendment) was amended by the Elementary and Secondary Education Act of 2001 (ESEA - also known as the No Child Left Behind Act). The amendment added an additional category (religious practices, affiliations, or beliefs of the student or student's parent) to the existing categories that impact student surveys and made minor changes to the existing seven categories. If a survey or questionnaire contains one or more of the identified categories, schools and contractors must protect student privacy and give parents the right to inspect the survey.

Protected information questions are defined as those asking about:

- A. Political affiliations
- B. Mental and psychological problems of the student or the student's family;
- C. Sexual behavior or attitudes
- D. Illegal, antisocial, self-incriminating or demeaning behavior
- E. Critical appraisals of student's family members
- F. Privileged or similar relationships recognized by law, such as those with attorneys, physicians, and ministers
- G. Religious practices, affiliations, or beliefs of the student or student's parent
- H. Income (Other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program)

This policy and the procedural details found under Administrative Guideline 2416.1 exceed the requirement of the ESEA in that written consent must be obtained from parents or students for all inquiries including protected information no matter the funding source.

Wisconsin Department of Public Instruction ESEA Information Update Number 02.14

Cross reference:

2240 – Controversial Issues

2241 – Waiver of Participation in Approved Curricular Programs

2260 – Access to Equal Educational Opportunities (Non-discrimination)

2521.01 – Controversial Print/Non-print Materials

5730 – Distribution of Nonschool Sponsored Student Newspapers and Other Publications

Approved: 8/14/06

EDUCATION FOR EMPLOYMENT

The Board of Education supports the programs to provide all students access to classes and programs designed to prepare them for employment, further education, and citizenship.

Under s.121.02(1)(m), the Board shall have an education for employment program for elementary and secondary students that meets the following components as required under s.121.02(1)(m):

- A. The board shall appoint a district-wide education for employment council or participate in a CESA education for employment council, or participate in an education for employment council established through s.66.30, Stats., agreement among two (2) or more boards. At least half the council shall be composed of employers who are representative of a cross section of the district or regional labor market. The remainder shall be composed of teachers, administrators, student services personnel, board members, students, parents, representatives of organized labor, representatives of job training partnership councils, and representatives of district vocational and technical institutes or colleges. The council shall be representative of the population in the district or region, including females, minorities and disabled persons.
- B. The program shall be operated in accordance with an education for employment plan developed by the council and approved by the board. The program's long-range plan shall be defined in incremental steps. The plan shall be based on student needs and interests, equality of educational opportunity, labor market information, impact on economic development and job creation, employment needs, periodic follow-up studies of graduates, and an evaluation of current programs and staff development needs. The plan shall be reviewed annually by the education for employment council and revised, if necessary at least once every five (5) years.
- C. The board shall designate an administrator to coordinate the education for employment program.

- D. All students in grades kindergarten through 12 shall have access to an education for employment program, which provides for the following:
 - 1. Instruction, which provides for the practical application of basic skills in the general and vocational curricula.
 - 2. School-supervised work experience. Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid experience in grades 10 through 12.
 - 3. Career exploration and planning, which also addresses sex-role stereotyping in career decision-making.
 - 4. Instruction in employability skills and attitudes.
 - 5. The study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.
- E. All students in grades 9 through 12 shall have access to vocational education programs, which have an appropriate curriculum based on labor market information including follow-up studies of graduates on the basis of race, gender and handicapping condition, job placement and employment needs.
- F. The administrator shall maintain information on student participation in the education for employment program by race, gender and disability.

- G. The administrator shall establish a business and education partnership council to encourage the development of business and education partnerships. The education for employment council established under Section (A) may serve as the business and education partnership council.
- H. The administrator shall integrate other educational program requirements into the education for employment program, including those found in the school district standards under s.121.02(1), Stats., vocational skills required under s.118.01(2)(b), Stats., high school graduation requirements under s.118.33, Stats., and programs for children at risk under s.118.153, Stats.
- I. The administrator shall coordinate the education for employment program with other public school districts; CESA; vocational technical institutes and colleges; and job training programs.

121.02(1), Wis. Stats.

Adopted: 6/18/01

EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities by students in the schools is strongly encouraged. Such participation is a privilege, not a right, which is extended to those who follow the rules set down by the individual school. Each school shall prepare a written set of rules, which will be distributed and explained to all participating members. Extra-curricular activities shall include all school-sponsored activities, which are administratively approved, and to which an advisor or coach is appointed or assigned.

The rules established by each school shall be incorporated into a student handbook at the elementary and middle schools, and the rules established for the high school shall be outlined in the student activities book, which is approved by the Board on an annual basis.

The School District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

120.12 (23), Wis. Stats. P.L.98-377

SPECIAL PROGRAMS BY COMMUNITY MEMBERS

The Board of Education recognizes that the community 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 members in an instructional role are in keeping with District mission 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 members:

- A. Any suggested activity must be presented to the principal or appropriate administrator, in writing, at least ten (10) days 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 members 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.
- C. The special programs community member must be under direct supervision of a district employed teacher or administrator and provide only the services approved by the principal.

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

In addition to those established for all regular extra-curricular programs, the Superintendent will prepare any special administrative guidelines required for the proper conduct and evaluation of activities involving community members.

Adopted: 6/18/01

Revised: 4/2/07

INTERSCHOLASTIC ATHLETICS

The Board of Education believes that students will grow, physically and intellectually by their participation in inter-school and intramural experiences.

It is the District policy to provide students with interscholastic athletic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervision. All programs are subject to budget limitations.

The athletic program is considered both educational and recreational. It shall encourage participation by as many students as possible and shall be carried on with the best interests of the participants as the first consideration.

It is recognized that well-organized and well-conducted athletic programs are factors in the establishment of sound community-school relations. Sportsmanship is an important part of all programs for participants and spectators.

Policy Conditions

- A. The athletic program is an integral part of the school program and comes under the authority of the school administrator to the same degree as do all other phases of curriculum.
- B. Staff members having direct responsibility for athletic programs are required to conform to the general education program, including such matters as schedule, financial expenditures, relationships with other schools, and health and safety regulations.
- C. The High School is a member of the Wisconsin Interscholastic Athletic Association (WIAA), and in all athletic matters will adhere to the rules and regulations of that body with WIAA as a minimum standard. The District, however, may impose more stringent rules and regulations that will be outlined in school athletic code handbooks.
- D. Students may begin practice for interscholastic athletic teams if they have qualifying documents on file to confirm physical examination and written physical approval requirements. Written parental or guardian consent and signed athletic code compliance must also be submitted.

- E. Expenditures for the athletic program are incorporated as part of the general budget. No expenditure for athletic purposes may be made in excess of those listed and approved in the budget without approval of the Superintendent.
- F. District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, association, or conferences and of rules for student participation.
- G. All students who participate in interscholastic athletics must provide their own health and accident insurance.

The cost of accident coverage shall be the responsibility of the student or parent/guardian.
- H. Medical supervision shall be available or on call at all athletic competitions and practice sessions, at all levels of competition.

The School District shall not discriminate in the methods, practices, and materials used for student interscholastic athletics on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

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

Adopted: 6/18/01

SUMMER SCHOOL

The Board of Education may conduct a summer program of academic instruction and/or enrichment activities at the PK-12 levels for resident students of this District.

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

- A. improve a poor grade (High School);
- B. improve learning skills;
- C. make up a failed course or District assessment;
- D. enrich a scholastic program;
- E. explore new academic areas.

The Board shall annually approve a summer school program. In order to support such a program of summer instruction, the Board will:

- A. employ teaching and administrative staff;
- B. purchase such books, materials, supplies, and equipment as may be necessary;
- C. make available school facilities as required;
- D. provide necessary custodial services.

Instructional fees may be charged to all students, when necessary.

With regard to transportation, the Board accepts responsibility for all eligible students.

The Superintendent shall be responsible for developing administrative guidelines for the operation of the summer program, which shall be consistent with Board policies.

118.04, Wis. Stats.

Adopted: 6/18/01

SPECIAL EDUCATION

The Board of Education shall provide a (FAPE) free appropriate public education to all eligible persons with disabilities ages three (3) through twenty-one (21) who have not yet graduated.

The Superintendent shall prepare whatever administrative guidelines are necessary to ensure effective implementation of the special education program.

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

Adopted: 6/18/01

LEAST RESTRICTIVE ENVIRONMENT POSITION STATEMENT

- I. The Board of Education and Administration comply with the requirements of State and Federal law that children with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled.
- II. The Board further complies with the State and Federal requirement that a continuum of alternative placements be available to meet the needs of children with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA). Alternative placements must also be made available for students whose environments may fall under one or more of the following classifications:
 - A. English Language Learner (ELL)
 - B. students of migrant families
 - C. students of homeless families
 - D. students living in poverty
 - E. other students identified by No Child Left Behind (NCLB)
- III. This includes the use of assistive technology as determined by the Individualized Education Plan (IEP) Team to meet the individual student's unique learning needs.

Legal reference:

Sections 66.30, 115.78 et seq., Wis. Stats.

P.I. 11, Wis. Adm. Code

IDEA, 20 U.S.C. 1400 et seq.

Assistive Technology Act of 1998

Adopted: 6/18/01

Revised: 12/11/06; 10/11/10

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

The District believes that each student possesses individual talents and abilities that should be developed and nurtured to allow the student to reach maximum potential. The educational program for gifted and talented learners should include options that enrich and/or develop the individual talents of the identified students in a continuous and systematic manner. The program will be an integral part of the curriculum.

State statute defines gifted and talented students as students enrolled in public schools who demonstrate high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. The law requires that access be provided to an appropriate program, defined as a systematic and continuous set of instructional activities or learning experiences, which expand the development of students identified as gifted and talented. Multiple criteria for the identification of gifted or talented students shall be used including intelligence, achievement, leadership, creativity assessments; product evaluations; and nominations. Wisconsin's Comprehensive Integrated Gifted Programming Pyramid Model is used as the basis for the District's program.

Program Goals

- A. To identify students who demonstrate high performance capability and/ or potential in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
- B. To provide an educational environment, which nurtures and develops the talents and abilities of the gifted learner.
- C. To provide the necessary curricular and co-curricular options, which are determined through the individual identification process.
- D. To provide a curriculum, which is appropriate to the unique learning/motivational characteristics of the gifted and talented learner and includes emphasis on the intellectual, emotional, social, and cultural growth of gifted and talented learners.

- E. To provide academic/career counseling, which allows the gifted and talented learner to explore the possibilities for future educational opportunities and/or career planning.
- F. To provide and promote leadership opportunities for the gifted learner to understand and appreciate one's unique ability and responsibility to impact school and community.

121.01(1)(t)
118.35, Wis. Stats.

Adopted: 6/18/01

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

- I. The Board of Education recognizes that instructional materials are a key component in providing high quality instructional programs for District students and can greatly influence what and how students learn. The District recognizes the need for ensuring that materials are current, effective, reflective of best practice and research, and are aligned with the District's curriculum.
- II. The responsibility for approval and allocation of instructional materials ultimately rests with the School Board. The Administrative Council shall be responsible for recommending guidelines for the selection, approval, maintenance, and removal of educational materials. The Board delegates responsibility for selection and recommendation of instructional materials to members of the professional staff.
- III. Instructional materials include those items, which are read, listened to, viewed, observed, manipulated, or experienced by students as part of the instructional process. They may be consumable or nonconsumable, print or nonprint, and may vary in the kind of student response they generate.
 - A. Core instructional materials are those materials, which are selected to match a course of study or instructional objectives, and which will be used as a central instructional material for an extended period of time. These materials shall be subject to a rigorous selection process with clear standards for selection, recommendation, approval, and implementation. Core instructional materials are subject to School Board approval. The Administrative Council will be responsible for administrative guidelines related to the process for selecting texts, supplemental software/technology and other core instructional material for Board approval.
 - B. Supplementary instructional materials may be a variety of print and nonprint resources, which are used to expand the opportunities for learning in a course. They may include such things as kits, games, computer software, internet-based sources, videos, equipment systems, items which are used for a limited instructional objective on a short-term basis, resource persons, field trips, special presentations, etc. The supervising administrator will approve these materials.
 - C. Library/media materials are materials that are acquired by and circulated from the media center for student and teacher use. These materials include both print and nonprint media including books, pamphlets, periodicals, subscription databases, videos, audiotapes, computer software, internet-based sources, transparency materials, electronic data, etc. The primary purpose of these materials is to make available a collection of materials that will enrich and support the curriculum while

meeting the educational needs of those served. Media resources shall be provided in such a way as to reflect, in an accurate and unbiased manner, the diversity and pluralistic nature of our society. Careful criteria shall be used in selection, addition, and removal of library/media materials. Responsibility for selection of these materials will rest with the Library/Media Specialist in consultation with other members of the professional staff.

- IV. The Administrative Council shall develop any necessary administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. In addition, the committee 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.
- V. Students shall be held responsible for the cost of replacing any materials or properties, which are lost or damaged through their negligence.
- VI. 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.
- VII. The School Board acknowledges the right of District employees, students, or residents to express concern or objection regarding core, supplementary instructional materials and library/media materials as per District policies.
- VIII. A citizen may request a review of any instructional materials. A "Request for Reconsideration of Instructional Material" form is available from the principal's office. The principal will review the request with appropriate staff members selected by the principal and respond to the request. A decision on each request shall be made by this group and is subject to an appeal to the Board.

Legal reference:
120.13(5), Wis. Stats.

Adopted: 6/18/01
Revised: 3/8/04; 12/11/06; 6/14/10

LIBRARY / MEDIA MATERIALS

The Board of Education and the processional staff endorse the principles of the School Library Bill of Rights, which is endorsed by the American Association of School Librarians.

The responsibility of the school library media center is to provide:

- A. a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials;
- B. materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served;
- C. materials for teachers and students that will encourage growth in knowledge, and that will develop literary cultural, and aesthetic appreciation, and ethical standards;
- D. materials, which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
- E. a written statement, approved by the local boards of education, of the procedures for meeting the challenge of censorship of materials in school library media centers;
- F. qualified professional personnel to serve teachers and students.

Instructional personnel and students play a role in the selection of materials. Selection guidelines and procedures shall be established by the K-12 library/media department. Audio-visual materials are catalogued and housed in a central location in each building. All audio-visual materials remain the sole property of the District and do not belong to individual or to single departments.

A citizen may register a signed written complaint against any library/media material. A "Request for Reconsideration of Library/Media Material" form is available from the library/media specialist or principal to file the complaint.

The Superintendent will appoint a committee of school personnel composed of the principal, librarians, and a teacher from the grade level or subject area involved to reevaluate the material and make a recommendation concerning it. A decision on each request shall be made by this committee subject to an appeal to the Board.

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

Adopted: 6/18/01

RESOURCE SPEAKERS

Teachers are encouraged to invite guest lecturers to discuss a particular subject with their students under the following conditions:

- A. the subject is related to approved curriculum.
- B. the subject is presented in an unbiased or unprejudiced manner. (Speakers representing several sides of an issue may be used, provided they adhere to Policy 2240 Controversial Issues and 2416.1 Protected Student Information.)
- C. the speaker(s) will not disrupt the educational program.
- D. the information to be discussed is appropriate for the age and maturity of the students as determined by a supervising administrator.
- E. any speaker addressing a subject related to the District's program on health shall meet the guidelines established for that program.
- F. the teacher shall remain in the classroom during the entire presentation to provide for appropriate follow-up and supervision.
- G. expenses associated with resource speakers shall have prior written approval by the supervising administrator.
- H. solicitation of products or services is prohibited.

The supervising administrator shall approve the visits of all guest speakers and seek permission to record the presentation by audio or videotape for use with other classes.

Cross Reference - 2240

Adopted: 6/18/01
Rev. 9/11/06

INTERLIBRARY LOAN OF MATERIALS

The Board supports the State required interlibrary loan of materials concept. The Administrative Guideline 2521.03 outlines the process and procedures for interlibrary loans. This access is provided to all students upon request with the guidance and supervision of the District Media Specialists.

Wisconsin Statute 43.72

Adopted: 12/11/06

USE OF COPYRIGHTED MATERIALS

- I. Today's new technologies have made learning and information gathering more readily available than ever before and have made it easier to reproduce or copy material. The District believes a balance must be achieved to meet the needs of society to have access to information and for proper compensation/recognition to its creators. Therefore, it is the intention of the School Board that all copyright laws be observed in the District.
- II. Copyrighted materials may be duplicated only with the prior written permission of the copyright holder, or when the duplication constitutes a "fair use" of the materials as defined by law. No school equipment or materials shall be used by school employees, students or others for illegal copying or usage. Those violating the copyright laws shall be liable for their own actions. Four factors shall be considered in determining whether or not a particular use is fair under the federal copyright law:
 - A. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
 - B. The nature of the copyrighted work.
 - C. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
 - D. The effect of the use upon the potential market for value of the copyrighted work.
- III. 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 material.
- IV. The District shall assume no liability for infringement of copyright by individual employees and others using school equipment in violation of this policy.
- V. Violation of this policy by staff members or students may result in disciplinary action by the District. In addition, staff members and students who violate copyright laws may be held individually responsible for infringement and subject to civil penalties and criminal sanctions.

Legal References:

Title 17 U.S.C.
943.70 Wis. Stats.

Cross References:

Adopted: 6/18/01
Revised: 12/11/06; 8/08/11

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

The following elements will be included in the District's accountability program:

- A. clear statements of expectations for purposes for each program along with specifications of how successful achievement will be determined
- B. provisions for staff, resources, and support necessary to achieve each program's purposes
- C. evaluation of each program to assess the extent to which each program's purposes and objectives are being achieved
- D. recommendations for revisions and modifications needed to better fulfill expectations and purposes

It is the role of the Curriculum Leadership Committee, in cooperation with the Administrative Council, to monitor the program accountability and evaluation cycle for the School District. The Committee and Administrative Council serve as the quality control group throughout the process, providing oversight and leadership to all aspects of program improvement and evaluation recommendations.

The Curriculum Leadership Committee will maintain a calendar of assessment activities and will make periodic evaluation reports to the Administrative Council and the Board. The Administrative Council will recommend improvements in the educational program based on the evaluation of the District's programs. Such improvements will reflect the plans for improvement submitted by each school principal or program supervisor. Each improvement plan will be based on staffs findings from program evaluation processes that include one or more of the following: progress of students, effectiveness of the curriculum, effectiveness of staff assignments, and effectiveness of the individual delivery system (school or program).

The Curriculum Leadership Committee shall consist of the administrators, curriculum subject area chairs, the Coordinator of Gifted and Talented, Curriculum/Instruction Secretary, and the Superintendent.

The Board reserves the right to employ experts and to participate in local, State, or national evaluation and accreditation consortiums to aid in the evaluation process. The Board will provide time, materials, and human resources necessary to carry out the evaluation process. Necessary resources are budgeted annually by the Director of Business Services and Director of Special Services.

The Board will annually make student progress information available to the public through the Annual Performance Report and/or Strategic Planning updates.

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

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

Adopted: 6/18/01
Rev. 1/12/04

STUDENT ASSESSMENT

- I. The testing program in the District shall be designed and administered to yield information to promote student success throughout the K-12 program. Test data will be used by the Board of Education and professional staff to:
 - A. provide information about individual student progress;
 - B. provide information about instructional programs and curricular effectiveness.
- II. In addition to standardized achievement tests, the District assessment plan shall reflect use of a variety of formal and informal data collecting techniques. These may include informal teacher made assessments, instruments supplied by book companies, diagnostic assessments, tests of learning aptitude, career awareness and aptitude/attitude assessments, lifelong learning standard achievement ratings, portfolios, performance assessments and such tests required by state and federal laws.
- III. The Board expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally-relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment. 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.
- IV. Summary assessment data will be available to administrators, curriculum committees and the School Board. Appropriate student assessment reports will also be provided to the public as required by law. District level data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building and District level when needed. Building level data will be used to monitor the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents and guardians, and to determine areas for building level staff development and study.
- V. 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.
- VI. The District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry,

creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, handicap. This does not prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References

115.77(1m)(bg); 118.13; 118.30; 118.33(6); 121.02(1)(r); 121.02(s); Wis. Stats.
P.I. 8.01(2)(r); P.I. 801(2)(s); P.I. 903(1); P.I. 13; Wis. Adm. Code

Cross References

Board Policy 2260 - Nondiscrimination

Adopted: 6/18/01

Rev. 1/12/04; 9/11/06; 8/08/11

REPORTING TO THE PUBLIC ANNUAL PERFORMANCE DISCLOSURES REPORTS

The District shall publish an annual report as one means of communicating regularly to staff, students, parents and residents.

The report shall include:

- A. graduation rates;
- B. suspension and expulsion rates;
- C. referrals, incidence rates;
- D. participation in Local Educational Agency (L.E.A.) and state-wide assessments;
- E. private school participation;
- F. placement in interim alternative settings;
- G. parent and adult student satisfaction;
- H. post-school outcomes.

The report may serve as a means of reporting Board/District level educational goals and objectives, individual school educational goals and objectives and learner related curricular goals and objectives particularly in the areas of language arts, mathematics and reading. Evidence of progress toward stated goals and objectives will be provided. The report is to meet the State's performance disclosure standard "O".

The formal performance disclosure report will be mailed to all District residents following formal adoption by the Board of Education.

120.18, Wis. Stats.

Adopted: 6/18/01