

EQUITY AND EXCELLENCE IN INSTRUCTIONAL GOALS

Inherent in the Philosophy of Education is a commitment to equity and excellence that shall be reflected in all aspects of the K-12 program. Equity and excellence will be promoted through the processes for curriculum development, revision, and evaluation; through instructional planning and delivery; through assessment and evaluation of student learning; and through staff development efforts.

Attitudes and Beliefs

1. The school community holds the belief that all students can learn.
2. There will be high expectations for success for all students.
3. The educational climate will promote, recognize, and celebrate diversity.
4. There will be equal opportunity for all students.

Environment

1. The physical environment will reflect ethnic diversity and cultural pluralism.
2. Communication between staff, parents/guardians, community and school will be encouraged.
3. The staff will reflect ethnic diversity and cultural pluralism.
4. The participation of all parents will be encouraged to the extent possible.
5. A variety of grouping strategies will be used for classroom, co-, and extra curricular activities

Curriculum and Instruction

1. Staff members will participate in a variety of on-going staff development programs.
2. Curriculum rationale will reflect sensitivity to and celebration of factors that make the world diverse.
3. Instructional resources will reflect historical and contemporary diversity of cultures.
4. Instructional strategies will include a variety of methodologies that address varied learning styles and needs.
5. The curriculum will address issues that promote connections between students' life experiences and broader social issues.

Evaluation and Assessment

1. Assessment will employ instruments and methodologies that are non-discriminatory.
2. Formative and summative evaluation will be sensitive to issues of diversity.
3. A variety of assessment alternatives will be used in order that students may demonstrate their learning in divergent ways.

Adoption Date	-	6/13/90
Cross Reference	-	411, Equal Educational Opportunities 411.1, Human Dignity 311, Instructional Program Goal Setting

INSTRUCTIONAL PROGRAM GOAL SETTING

Goal setting at all levels shall begin with review of the school district Philosophy of Education. The Philosophy of Education will be reflected in development of district and program goals, along with course objectives.

District Level Goals

The following criteria should be utilized in formulating and revising School District level goals. Goals should be:

1. derived from School District philosophy;
2. applicable to the total district;
3. stated broadly and clearly;
4. agreed upon by a representative group from the school community; and
5. readily subdivided into program level goals.

Program Level Goals

Goals should be derived from District Level Goals. Curriculum committees will develop K-12 program level goals. These goals, subject to School Board approval, are to be stated explicitly in the program guides. The following criteria should be utilized in formulating and revising program goals. Goals should:

1. Comprehensively describe the program.
2. Represent a significant educational outcome.
3. Be expressed as a learning outcome for students.
4. Be clearly and concisely stated.
5. Be readily subdivided into suitable course lead objectives.

Course Level Objectives

Goals should be derived from Program Level Goals. Course level goals will be developed for each grade level and/or course by curriculum committees. Such course goals are to be stated explicitly in the program guides. The following criteria should be utilized in formulating and revising course level goals. Goals should:

1. State a potentially significant educational outcome.
2. Be clearly and concisely stated.
3. Deal with a single learning outcome.
4. Contain options for the goal's achievement.
5. Reflect the criteria that will be used for evaluating accomplishment of goals and objectives.
6. Provide for learning experiences and identify resources that will be used to accomplish goals and objectives.

Lesson Level Objectives

Goals should be derived from Course Level Objectives. Upon request of appropriate school officials, each teacher shall be able to produce evidence that the following factors have been considered in planning for each lesson experience:

1. Goals and objectives.
2. Methods, strategies and learning experiences.
3. Mechanisms for the evaluation of the accomplishment of lesson goals and objectives for the individual learner.

SCHOOL DAY

The School Board shall approve the regular schedule of student instruction for each school annually. At least one hundred-eighty (180) days of school will be scheduled annually, and the length of the daily schedule will at least be sufficient to comply with the minimum number of hours of direct instruction established by the state for each grade level.

Adoption Date	-	11/11/87, 10/9/96
Legal Reference	-	Sections 115.01(10)(a), 120.12(15), 121.02(1)(f) Wis. Stats.
Cross Reference	-	PI 8.01(2)(f) Wis. Admin. Code 322-Rule, School Day Schedules

MIDDLE AND HIGH SCHOOL DAY SCHEDULES GUIDELINESMiddle School

The daily schedule shall consist of:

1. Eight (8) periods, each forty-four (44) minutes in length.
2. One advisor/advisee period of fourteen (14) minutes in length.
3. One thirty (30) minute lunch period for students and teachers.

Advisor/Advisee Period:

1. This time period is provided to permit each student to interact with an adult advisor in a small group setting.
2. The advisor and group participate in planned activities designed to promote the social, emotional, and academic development of each child.
3. The program provides small group opportunities to address important pre-adolescent issues.

High School

The daily schedule at the high school shall consist of :

1. One (1) zero period, forty (40) minutes in length.
2. Seven (7) periods, each fifty-one (51) minutes in length.
3. One (1) Individual Student Help (ISH) period, 26 minutes in length.
4. Lunch is 61 minutes. Teachers may elect to conduct ISH during this time, before or after school.

The Zero Period:

1. The "0" period is scheduled to provide scheduling flexibility to meet student needs.
2. The "0" period may also be used for voluntary activities and independent study.

The Individual Student Help Period:

1. The individual student help period may be used for independent help/study consultations.
2. Itinerant part-time and full-time teachers will be provided proportionate time.
3. Requests for individual help may be initiated by the student, teacher, parent/guardian, guidance counselor, academic support teachers or administration.
4. Guidance counselors and the librarian will be available during the individual help period as in the normal course of their duties.

Adoption Date	-	1/13/88, 3/27/91, 10/9/96
Cross Reference	-	535.1-Rule, Middle School Teacher Schedule

ACCOMMODATING SINCERELY HELD RELIGIOUS BELIEFS

Students' sincerely held religious beliefs shall be reasonably accommodated with respect to academic activities and requirements, examinations, and other school and Recreation and Community Education Department activities which take place outside the classroom. The scheduling of academic activities, examinations, and school and Recreation and Community Education Department activities will be accomplished in such a manner as to be sensitive to and to minimize conflict with sincerely held religious beliefs.

A student shall be permitted to make up an academic, activity, or examination requirement at another time or by an alternative method, without prejudicial effect, in either or both of the following situations:

- a. There is a scheduling conflict between the student's sincerely held belief and meeting the academic, activity, or examination requirement.
- b. Parents/guardians or students of legal age have given prior notification to the instructor of the specific days or dates on which the student will request relief from an academic, activity, or examination requirement.

The resulting make-up academic requirements, activity, or examination may be scheduled for full credit before or after the regularly scheduled requirement.

Instructors shall accept at face value the sincerity of the student's religious beliefs.

Notification by parents/guardians or students of legal age to instructors and requests for relief shall be kept confidential.

Complaints of failure to provide reasonable accommodation of sincerely held religious beliefs as required by this policy may be filed following the procedures outlined in:

- a. Policy 411: Equal Educational Opportunities and 411-Rule: Student Discrimination Complaint Procedures
- b. Policy 870-Rule: Public Complaints Regarding Instructional Practices, Disciplinary Action, or School District Employees

Notification of this policy shall be published annually in school handbooks.

Adoption Date	-	5/10/95, 10/9/96, 3/8/00
Legal Reference	-	PI 41 and PI 9 Wis. Admin. Code

GUIDELINES FOR ACCOMMODATING SINCERELY HELD RELIGIOUS BELIEFS

Staff members are to be supplied a comprehensive list of religious holidays and festivals with corresponding dates no less than once annually. The list should include dates for the current year and future years when available. Some of these holidays and festivals will not conflict with classroom days due to the configuration of the school calendar. Staff members are to review the lists, make note of special holy days and plan teaching and event calendars to minimize conflicts with classroom and other activities as described in Policy 323.1 and 323.1-Rule. Classroom teachers are to provide a timely oral or written reminder to older students and to the parents of younger students that Policy 323.1 provides for accommodation of sincerely held religious beliefs. The reminder should include a statement from the teacher that the teacher welcomes notice of student absences on holy days and will provide accommodation to minimize conflict. Building principals and other administrators are to give special attention to holy days and provide direction and oversight to plans for classroom and other activities that result in minimal conflict or loss of opportunity when a student is absent from school for a holy day.

Teachers, administrators, staff and staff members of the Recreation and Community Education Department may not schedule significant reviews of class material or special events on these holy days so students are excused without penalty. Students are not to be asked if they plan to be absent on these days. Makeup for significant work should not be expected on the first day of return. If a project or major assignment is due after a weekend which includes a religious holiday, additional time should be provided to complete the assignment for students who celebrated the religious holiday. Work missed in a class due to absence for religious holidays may not be expected until the number of days upon return is equivalent to the number of days missed. Makeup of tests should be scheduled outside of classroom time. Even though tests may be scheduled on a religious holy day, a pattern of many makeup tests for the same students should be avoided. This practice will allow students to participate fully in school without compromising their sincerely held religious beliefs.

For example, attention should be given to the Jewish high holy days of Rosh Hashanah and Yom Kippur. Staff will be informed that Jewish students are usually absent on one or both days of Rosh Hashanah and Yom Kippur. After school and evening activities should not be conducted on the primary Jewish holy days of Rosh Hashanah and Yom Kippur. The observance of Jewish holidays begins at sunset the evening before the holiday. A margin of three to four hours prior to sunset should be provided for students to prepare for the beginning of the religious holiday. Students may be involved in observances the evening before as well as the evening of the holiday. Also staff members will be informed that the Jewish Sabbath begins at sunset on Friday and ends one hour after sunset Saturday.

Additionally, Muslims hold Friday services. The observance of Muslim holidays begins in the morning and students may also be involved in services around sunset and early evening.

Because of these types of observances, a student may be in attendance at school, but have spent the entire prior evening celebrating a religious observance. If the student brings a note from the parents to that effect and asks them to be excused from an activity that day, that note and excuse are to be honored.

Policy 323.1 and 323.1-Rule apply to all religions and their respective holidays/holy days (e.g., Ash Wednesday) when parents/guardians or students make requests to be excused or accommodated and/or a conflict occurs between a sincerely held religious belief and academic activities and requirements, examinations, and other school and Recreation and Community Education Department activities which take place outside the classroom.

Adoption Date -- 3/8/00

CURRICULUM DEVELOPMENT

The goal of the curriculum development process is the improvement of student learning and achievement.

The School District of Whitefish Bay believes in the need for systematic review and improvement of curriculum, and further believes that this should be a deliberate process of continuous study, revision, implementation, and evaluation. The improvement of curriculum shall be guided by the District's Philosophy of Education and the knowledge, skills and attitudes included in the Educational Objectives.

It is desirable to the extent that it is practical to involve broad representation of the school community including teachers, administrators, School Board members, community members, and, when appropriate, students in the evaluation and improvement of District curricula.

The School Board recognizes the need to commit resources, both human and financial, to the curriculum evaluation and improvement process.

Adoption Date	-	5/14/80, 5/13/87, 3/12/97
Legal Reference	-	Section 121.02(1)(k) Wis. Stats.; PI 8.01(2)(k) Wis. Admin. Code
Cross Reference	-	110, District Philosophy 311, Instructional Program Goal Setting 330-Rule, Curriculum Development Guidelines 330-Exhibit, Application for Curriculum Evaluation and Improvement Committee 331, Curriculum Guides and Course Outlines 332, Curriculum Resources 334, Program Evaluation

CURRICULUM DEVELOPMENT CYCLE AND GUIDELINES

To facilitate program improvement, a six-year Curriculum Evaluation and Improvement Cycle shall be used. There shall be an established set of activities for all phases of the cycle, including such things as:

- General review of the discipline: review of national and state benchmarks, research and best practice literature; consideration of student performance data including common metrics, curriculum embedded measures, and qualitative data; needs assessment to identify discrepancies between desired and actual outcomes; audit of written versus taught curricula, etc.
- Evaluation and selection of instructional resources, teaching strategies, and assessment techniques.
- Identification and implementation of staff development activities.
- Preparation of proposed budget for resource adoption.
- Development of curriculum documents.
- Annual review of student performance data for core disciplines.
- Program reconsideration and evaluation.
- Formulation and implementation of needed adjustments to maintain or extend program quality and efficiency.

The following principles should guide decisions on matters pertaining to curriculum and instruction:

- Decisions should be based upon the Board-adopted Philosophy of Education and Educational Objectives.
- There should be consideration of local, state and national standards and benchmarks for student learning.
- During the study process, a wide variety of curriculum and instructional alternatives should be examined.
- The broadest possible, yet practical and reasonable, base of input is desired in the decision-making process.
- Preference in the selection of curriculum, instructional materials, teaching methods, and assessment strategies should be given to those components with a solid research base.
- Emphasis should be placed on respecting the individuality, integrity, achievement and safety of the student.

Adoption Date - 3/12/97

CURRICULUM EVALUATION COUNCIL ROLES AND RESPONSIBILITIES

It is the role of the Curriculum Evaluation Council to manage and evaluate the Curriculum Evaluation and Improvement Cycle for the School District. This body serves as the quality control group throughout the process, providing oversight and leadership to all aspects of program improvement.

Specific activities include:

1. Distributing and interpreting the Curriculum Evaluation and Improvement Cycle plan to all staff.
2. Monitoring the Curriculum Evaluation and Improvement Cycle annually, suggesting modifications and improvements to the Administrative Council and the School Board.
3. Assisting in planning in all matters related to curricular evaluation and improvement.
4. Appointing the membership of curriculum committees.
5. Assisting curriculum committees in completing their tasks.
6. Periodically reviewing student performance data.
7. Reviewing and forwarding the following items for School Board review and/or approval:
 - The "charge for study" for all curriculum committee work.
 - The Mission Statement and Goals for all curriculums in the formative stage of committee work.
 - All proposals for updated programs in the final stages of committee work.
8. Reviewing the curriculum evaluation techniques used by the various committees.
9. Acting as a communication link between the various constituencies of the system.

Adoption Date - 3/12/97

MEMBERSHIP OF CURRICULUM EVALUATION COUNCIL

Professional staff members shall be cooperatively selected by the WBEA leadership and the District Administrator. There will be two members and one alternate from each school. Two community advisory representatives shall be appointed by the District Administrator upon the recommendation of the Administrative Council and the Curriculum Evaluation Council. Professional staff and community advisory representatives shall serve staggered three-year terms of service. There shall be one principal representative appointed annually by the Administrative Council. The Director of Instruction shall serve as chairperson of the Curriculum Evaluation Council.

Adoption Date - 3/12/97

CURRICULUM DEVELOPMENT: MEMBERSHIP AND RESPONSIBILITIES OF CURRICULUM COMMITTEES

The Curriculum Evaluation Council will consider the recommendations of council members and/or administrative personnel in appointing membership to the subject-area Curriculum Evaluation and Improvement Committees. Appointed members shall serve for the six-year life of a cycle, and until all assigned tasks are completed. One to two community advisory members may be appointed to serve on Curriculum Evaluation and Improvement Committees.

The curriculum committees are assigned issues for study by the Curriculum Evaluation Council and the Administrative Council. Committees will be chaired by the Director of Instruction, who may elect to appoint a co-chair from the professional staff.

Reports of committee progress shall be made to the Curriculum Evaluation Council and to the Administrative Council on a regular basis by the Director of Instruction and committee co-chairs.

Adoption Date - 3/12/97

GUIDELINES FOR SELECTING COMMUNITY ADVISORY MEMBERS TO SERVE ON THE CURRICULUM EVALUATION COUNCIL AND CURRICULUM COMMITTEES

Within the District's community there are people who have a vital interest in District schools, and who may have educational training and/or relevant experience. Thus, it is advantageous and appropriate to include community members on Curriculum Evaluation and Improvement Committees and the District's Curriculum Evaluation Council.

Curriculum Committees

1. The Director of Instruction will notify the building principals when curriculum committees are formed. Principals will make the committee's formation known through the building newsletters. Newsletter articles will inform the public of the committee's charge and request that interested community members contact the Instruction Office for information and application forms.
2. Community members interested in serving on a Curriculum Evaluation and Improvement Committee will be informed of:
 - a) The purpose of the curriculum committee.
 - b) The unique role of community representatives to the curriculum committee.
3. Applications for serving on a Curriculum Evaluation and Improvement Committee will be mailed to interested individuals.
4. Applications will be reviewed by the Curriculum Evaluation Council and the Administrative Council. Members will be selected according to the following criteria:
 - a) Training, interest, and/or experience in the curriculum area to be studied.
 - b) Reasons for wanting to serve on the committee.
 - c) Ability to contribute to meeting the goals set forth in the committee's purpose.
5. Each large curriculum committee shall have up to two (2) community representatives. Each small curriculum committee shall have one (1) community representative.

Curriculum Evaluation Council

1. The Administrative Council shall nominate community members to serve on the Curriculum Evaluation Council. Those nominated will be invited to submit an application. Applications will be reviewed by the Administrative Council and the Curriculum Evaluation Council, and representatives will be selected according to the following criteria:
 - a) Training, interest, and/or experience in curriculum issues.
 - b) Reasons for wanting to serve on the committee.
 - c) Ability to contribute to meeting the goals set forth in the committee's purpose.

Adoption Date - 3/12/97

CURRICULUM GUIDES AND COURSE OUTLINES

The School District Board shall develop, adopt and implement a written kindergarten through grade 12 curriculum plan which includes a sequential plan in each of the following subject areas:

- Language Arts
- Mathematics
- Social Studies
- Science
- Health
- Computer Literacy
- Environmental Education
- Vocational Education
- Physical Education
- Art
- Music

The District may elect to develop additional curriculum guides as needed.

The curriculum is a system which ensures that the District's Philosophy of Education, Educational Objectives, and external requirements such as those prescribed by the Department of Public Instruction or the legislature, are incorporated into the educational program. The curriculum must take into account the following:

- Selection of the content of instruction
- General and specific objectives of instruction
- Instructional strategies
- Grade level organization
- Thinking and communication skills
- Evaluation techniques

Curriculum guides shall be designed to guide all users by providing the framework for accomplishing the goals of the discipline. Guides should contain the following:

- Mission Statement: the essential reason for studying this discipline
- Goals: the major elements, standards and/or goals of the discipline
- Course or grade level general objectives
- Course or grade level specific objectives
- Instructional resources which will be used to teach the general and specific objectives
- Strategies which should be used to teach the objectives
- Key assessments which will assist the teacher and District in evaluating student progress toward the objectives
- Evidence of complex thinking skills in the content and processes of instruction
- A correlation of course objectives to the six goals of the District's Philosophy of Education
- Time lines for each major instructional objective or module
- Other items identified as useful to those who will use the guides

Curriculum committees will work with the Instruction Office to develop approved formats that include the above required elements.

Adoption Date	-	5/14/80, 5/13/87, 3/12/97
Legal Reference	-	Section 121.02(1)(k) Wis. Stats.; PI 8.01(2)(k) Wis. Admin. Code

CURRICULUM RESOURCES

The Board recognizes the significance of human, material, and time resources to the instructional process and to the curriculum planning and evaluation process.

The Board will provide human resources in the following forms: consultants, advisors, and staff leadership opportunities. The Board will provide time resources, by means of policy or negotiated agreements, through: released time for such things as curriculum evaluation and development; school improvement efforts; professional development activities; and summer curriculum development activities. Financial resources for instructional improvement provided by the Board include, but are not limited to, such things as: textbooks or other instructional materials, audio-visual materials, software, multi-media materials, library materials, supplemental materials, and instructional equipment.

Requests for human, materials, and time resources for curriculum and instruction that are over and above those regularly budgeted and provided for shall be forwarded to the District Administrator by the Director of Instruction. The District Administrator shall then review and make appropriate recommendations to the Board for their consideration.

Adoption Date	-	5/14/80, 5/13/87, 10/9/96
Cross Reference	-	361, Instructional Materials Selection WBEA Agreement

PROGRAM EVALUATION

Program evaluation shall be an integral part of maintaining excellence and improving the educational system. It is the process of identifying, collecting, and analyzing information to be used in decision-making. Evaluation shall be ongoing throughout the educational programs of the district, take a variety of forms, and involve a variety of resources. The process of evaluation will address the total educational program, including internal effectiveness and external results.

Adoption Date	-	5/14/80, 5/13/87, 10/9/96
Legal Reference	-	PI 8.01(2) (1c) Wis. Admin. Code
Cross Reference	-	WBEA Contract, Article XXXIV

RESEARCH AND DEVELOPMENT

Research in the form of carefully designed and executed projects can be a valuable tool for furthering the district's educational goals as well as for updating curricula. Such research may take different forms, such as: (1) Application of research from sources external to the district, i.e., the educational research literature, and (2) Experimental or pilot programs to ascertain the utility of certain kinds of programs or materials for improving district programs.

Such research shall be encouraged and sponsored when the following conditions exist:

- There is evidence that the project reflects the district's Philosophy of Education.
- There is evidence that the project reflects a sound research base.
- There is evidence that the project incorporates the principles of good instructional design and sound pedagogy.
- There is evidence that the project is likely to benefit the students and programs of the district in a qualitative manner.

Adoption Date	-	5/14/80, 5/12/87, 10/9/96
Cross Reference	-	330, Curriculum Development

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

The School District of Whitefish Bay believes that the family plays a crucial role in human growth and development education. The schools support both parents/guardians and children in their efforts to develop an understanding of human sexuality and the family.

Prior to each student receiving human growth and development instruction, parents will receive an outline of the human growth and development curriculum and information on how the parent or guardian may inspect instructional materials.

The district respects the rights of parents/guardians to decide whether their child may or may not participate in the program. Parents who wish to exclude their child from portions, or all, of the human growth and development unit must convey their intentions in writing to their child's teacher or the building principal.

An advisory committee shall be appointed to develop and monitor the human growth and development curriculum. The committee shall consist of members of the school community and include students, parents, teachers, health care professional, administrators and local clergy.

The human growth and development curriculum shall be evaluated every three years. The director of instruction shall chair the evaluation process.

Adoption Date	-	11/8/06
Legal Reference	-	Section 118.01(2)(d)2, 118.019 Wis. Stats. Elementary and Secondary Education Act

SPECIAL EDUCATION

The Whitefish Bay School District shall provide special education programs for children in the District with identified special education needs. A child with special educational needs is defined by state law as a child who qualifies as a child with a disability who requires special services (1) orthopedic impairment, (2) cognitive disability (3) hearing impairment, (4) visual impairment, (5) speech and language impairment, (6) emotional behavioral disability, (7) specific learning disability, (8) autism, (9) traumatic brain injury, (10) significant development delay (ages 3-5), (11) other health impairment, or (12) any combination of conditions named by the State Superintendent or listed above.

Students with special education needs shall be provided a free, appropriate, public education as specified in a student's individual education plan (IEP). All special education programs provided shall be in compliance with state and federal laws and regulations as included in the current Wisconsin Department of Public Instruction Model Special Education Policy Document.

Adoption Date	11/11/87; 5/10/95; 10/9/96; 3/12/03 (Revised 5/11/11)
Legal Reference	Wis. Stats. 115.00, Subchapter V, PI 11 Wisconsin Administrative Code, DPI Model Local Educational Agency Special Education Policies and Procedure

PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

The School District of Whitefish Bay shall provide as an integral part of free public education, special educational programs sufficient to meet the needs of all students between the ages of three and twenty-one with identified special education needs. To whatever extent appropriate, services will be provided in the regular classroom setting.

Special education and related services are provided to children identified with impairments and the need for special education in the following areas:

- Cognitive Disability
- Orthopedic Impairment
- Visual Impairment
- Speech and Language Impairment
- Specific Learning Disability
- Emotional Behavioral Disability
- Autism
- Traumatic brain injury
- Other Health Impairment

Upon request, the School District of Whitefish Bay is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting the Director of Special Education, School District of Whitefish Bay, at (414) 963-3924, or by writing him/her at 1200 E. Fairmount Ave., Whitefish Bay, WI 53207.

Adoption Date	-	7/1/87, 11/11/87, 10/9/96 (Revised 5/11/11)
Legal Reference	-	Chapter 115, Subchapter V PI 11, Wis. Admin. Code, Section 504 of Rehabilitation Act, Individuals with Disabilities Education Act (IDEA)
Cross Reference	-	342, Exceptional Education NSEEC Handbook

HOMEBOUND INSTRUCTION

Homebound instruction is designed to serve students during the time they are physically and/or emotionally incapable of attending school. It is designed to help students maintain educational progress during the time that they are confined to home, hospital or a convalescent center. Homebound instruction is considered an alternative service to be provided only during specific periods of time when the student cannot attend school. It shall be provided in accordance with legal requirements and established procedures.

Specific goals of homebound instruction are as follows:

1. To help students maintain academic progress at as normal a level as possible during the time he/she is unable to attend school.
2. To promote communication between the student and the school so that he/she continues to be a part of the school community.

Homebound instruction will be arranged through the Director of Personnel and Pupil Services.

Adoption Date	--	8/18/99
Legal Reference	--	115.80(3)(e), 118.15 (1)(c) Wis. Stats,
Cross Reference	--	342, Exceptional Education 342.2-Rule, Homebound Instruction

HOMEBOUND INSTRUCTION

Homebound instruction may occur for students with special education needs as well as for students without special education needs who have a temporary disability that requires this service. The following procedures shall be used for all homebound instruction.

Identified Special Education Students

Homebound instruction should be considered for students identified with special education needs through the Individualized Education Plan (IEP) process. The IEP team should review each student's needs and develop a plan accordingly.

All Other Students

1. Students without identified special education needs who are in need of homebound instruction shall have a parent or guardian initiate a written request for homebound instruction. All homebound instruction requests will be processed through the Director of Personnel and Pupil Services.
2. A physician's statement must be completed, stating the reason for confining the child to the home or hospital and the projected length of time for homebound instruction.
3. In most cases homebound instruction shall only be considered if the anticipated homebound need will be continuous for a period exceeding thirty (30) calendar days. The Director of Personnel & Pupil Services, based on a physician's recommendation, may consider unique cases where medical circumstances warrant homebound instruction prior to thirty (30) calendar days or for a period less than thirty (30) continuous calendar days.
4. The Director of Personnel and Pupil Services will review all homebound requests and assign a case manager who will develop a written educational program for the student.
5. In most cases, homebound instruction will occur in the student's home. In some instances, it may be desirable for homebound instruction to be provided in a mutually agreed upon alternative location.
6. In most cases, the maximum delivery of homebound instruction should be 2-3 hours weekly for students in grades K-5 and 2-4 hours weekly for students in grades 6-12.
7. The Director of Personnel and Pupil Services will approve the educational program, arrange for a homebound tutor, and monitor the implementation of the written plan. Upon completion of homebound instruction, the case manager shall be responsible for communicating the completion of course requirements to the guidance department.

Adoption Date -- 8/18/99

INDEPENDENT EDUCATIONAL EVALUATION POLICY OF THE WHITEFISH BAY SCHOOL DISTRICT

An independent educational evaluation (“IEE”) is an evaluation conducted by a qualified examiner who is not an employee of a student’s school district. A parent is eligible to receive an IEE at public expense if the parent disagrees with an evaluation that the School District conducted or obtained for the child. 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. “Public expense” means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

The District’s evaluation must be complete before a parent may obtain an IEE at public expense. The District’s evaluation is complete when the District provides the parent with a proper Notice of Evaluation Findings, as required by law. In addition, all IEEs must meet the District’s criteria for special education evaluations, which is the criteria that the District uses when it conducts its own evaluations. Finally, parents may only request one publicly funded IEE for each evaluation that the District conducts or obtains.

If the District receives a parent request for an IEE, the District may pay for the IEE. If the District does not pay for the IEE, the District will initiate a due process hearing without unnecessary delay and a hearing officer will decide who is responsible for the IEE costs under relevant state and federal law. Consistent with the parent’s right to an IEE, the District may also propose mediation. The parents will be responsible for IEE costs if the hearing officer finds that:

- 1) the District’s evaluation was appropriate; and/or
- 2) the IEE fails to meet District criteria for special education evaluations and no unique circumstances justify deviation from that criteria.

A. Procedure to Request an IEE at Public Expense

1. Parents should submit a written request for an IEE to the Director of Personnel and Pupil Services, and should include an explanation of the reasons they object to the evaluation the District conducted or obtained for the child. The District, however, will not deny parents a publicly funded IEE solely because they fail to submit a written request, or because they do not provide reasons for requesting an IEE.
2. If a parent requests an IEE, the District will provide the parent with the following information:
 - (a) A list of the names and addresses of IEE Examiners located in the Milwaukee Metropolitan area. The list will consist of IEE Examiners who, in the District’s judgment, are qualified to perform the IEE. If a qualified examiner is not located in the area, the District will identify a qualified examiner located elsewhere.
 - (b) A copy of the District’s criteria for special education evaluations, including criteria regarding evaluator qualifications and costs.

B. Evaluation Plan

If a parent notifies the District before obtaining an IEE, the Director of Personnel and Pupil Services may recommend that the parent and the District develop an evaluation plan. The purpose of evaluation plans is to encourage genuinely independent, unbiased IEEs that are valuable to both the parent and the District staff members of the IEP team. The District, however,

will not deny a publicly funded IEE because a parent refuses to participate in this process.

If a parent agrees to participate in this process, the Parent will work with the other members of a child's IEP team to develop an evaluation plan. An evaluation plan may identify the scope of the evaluation and the evaluator, and help to ensure that the IEE will comply with District criteria for special education evaluations. In some cases, the District will contact the evaluator directly to arrange for the IEE on the parent's behalf.

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

Adoption Date -- 3/12/03

SPECIAL EDUCATION EVALUATION CRITERIA

State and federal law requires the Whitefish Bay School District to evaluate children with disabilities who are in need of special education and related services. The District evaluates children upon initial referral for special education, and reevaluates children with disabilities at least once every three years or when conditions warrant a reevaluation. The District is committed to ensuring that each child's IEP team bases its decisions on high quality, reliable, and educationally sound special education evaluations. As a result, the District has established the following list of criteria for all special education evaluations that the District conducts or obtains. Unique circumstances may justify deviation from these criteria. If a parent or District staff member is aware of such unique circumstances, they should inform the Director of Personnel and Pupil Services immediately.

1. The Evaluator must hold a valid license from the State of Wisconsin or the state where the evaluator's practice is located in the field related to the known or suspected disability. The Evaluator must have extensive training and experience in 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 District must be satisfied that the Evaluator has extensive training and experience related to the known or suspected disability.
2. The Evaluator must be located within the greater Milwaukee Metropolitan area.
3. The Evaluator must be permitted to directly communicate and share information with members of the IEP team and the Director of Personnel and Pupil Services. The Evaluator must also release the assessments and results, including any parent and teacher surveys, to the members of the IEP team and the Director of Personnel and Pupil Services.
4. Unless otherwise determined by the members of a child's IEP team, the Evaluator must observe the child in one or more educational settings. The Evaluator shall make at least one contact with the child's regular 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 regular or special education teachers, and related service providers.
5. Absent unique circumstances, evaluations may not exceed the District's applicable maximum allowable costs. A schedule of maximum allowable costs for particular evaluations is available. If a parent requests unreasonable reimbursement of travel costs or other related costs in connection with any evaluation, the District will suggest mediation and/or initiate a due process hearing. The District will not pay unreasonable travel costs unless a hearing officer, applying state and federal law, orders the District to do so.
6. The evaluation must comply with any and all relevant provisions of Wisconsin Statute 115.782 regarding special education evaluations.

Adoption Date -- 3/12/03

TITLE I PROGRAMS

As required by the ESEA, No Child Left Behind Act of 2001, (PL-107-110), the Whitefish Bay School District has established and implemented a districtwide salary schedule and will use state and local funds to provide services in Title I project areas, which if taken as a whole, are at least comparable to services being provided in areas not receiving funds under this chapter. Should all school attendance areas be designated as project areas, state and local funds will be used to provide services which are substantially comparable in each project area.

It is thus the stated policy of the Whitefish Bay School District to ensure equivalency among schools or grade levels within this district in provision of:

- (1) Teachers, administrators and auxiliary personnel
- (2) Curriculum materials and instructional supplies

Documentation verifying compliance with this policy will be maintained annually and records will be updated on a biennial basis documenting compliance. These records will be available for SEA or auditors review upon request.

It is understood that unpredictable changes in enrollment or personnel assignments which occur after the beginning of a school year need not be included as a factor in determining comparability of services.

Adoption Date	--	4/4/07
Legal Reference	--	ESEA Elementary & Secondary Education Act of 2001
Cross Reference	--	

TECHNOLOGY PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS

The district endorses the provision of universally designed learning environments to meet students' needs in the least restrictive environment. The environment is designed to be usable by all students to the greatest extent possible without the need for adaptation or specialized design. For those students whose needs are not fully met using this approach, assistive technology devices and services may be required. In accordance with legal requirements, assistive technology must be considered for all students with special educational needs by the student's individualized education program (IEP) team.

Those students having special needs but not requiring a formal IEP according to law will also be considered for assistive technology devices and/or services on a case-by-case basis consistent with legal requirements, district policies and procedures.

Adoption Date	--	4/4/07
Legal Reference	--	WI Stats Section 120.13, 120.13(5) PI 13, Wisconsin Administrative Code Individuals with Disabilities Education Improvement Act of 2004 (34 CFR Parts 300, 301, 304) Assistive Technology Act of 1998 Section 504 of the Rehabilitation Act Americans with Disabilities Act of 1990
Cross Reference	--	

CLASS SIZE (Student-Teacher Ratio)

It is the intent of the School Board to establish the ratio of students to teachers at such a level as to reflect the educational needs of children and also the availability of community resources.

Adoption Date - 11/10/76, 7/1/87, 10/9/96

ADULT EDUCATION

Adult residents of Whitefish Bay who wish to audit a course at Whitefish Bay High School may do so on a space available basis with the permission of the principal and the instructor. No tuition fee will be charged. Residents may direct inquiries about course openings/availability to the high school principal.

Adoption Date	-	5/13/87, 10/9/96
Legal Reference	-	Wis. Stats. Section 118.14(2)

GRADING AND DEVELOPMENTAL FEEDBACK

The purpose of grades is to accurately reflect individual student achievement as related to course objectives.

The School Board recognizes that students learn best through a system of clear learning objectives, quality formative assessment, developmental feedback, and the opportunity to respond to that feedback.

This process of formative assessment and developmental feedback has the following purposes:

- To help students understand the relationship between their current performance and the desired/next level of performance.
- To help students understand the relationship between the effectiveness of their effort and their results.
- To develop each student's ability to think critically about his or her own work.
- To encourage students to take risks that result in the development of new skills and deeper learning.
- To empower students to improve their performance over time.
- To inform teachers about student progress toward objectives so teachers can provide responsive instruction.

Effective use of developmental feedback to enhance student learning includes:

- Frequent use of formative assessments to guide teaching and learning.
- Frequent use of timely, quality feedback (e.g. comments and/or rubrics) that is communicated to, and understood by, the learner.
- Involvement of students in self-assessment throughout the teaching/learning process.

Furthermore, the School Board recognizes that formal grade reporting is necessary to provide summative information about student performance, and that information is used by various stakeholders.

The process of summative assessment and grade reporting has the following purposes:

- To apprise the student, parents, teaching staff and administration of how well the student meets objectives in a grade level or course.
- To provide an official record of student performance to advise stakeholders about next steps in the student's educational sequence (promotion, pre-requisites, college admission, etc.)

Effective use of summative assessment and grade reporting includes:

- Clear and timely communication to students as to grading criteria and components.
- Achievement of course objectives as the primary factor in determining grades.
- Accurate reflection of student achievement as related to meeting course objectives.
- Giving priority to evidence related to the most important skills, content knowledge and course objectives.
- Separate feedback on effort, behavior, and attendance.

Grades shall reflect student progress through a variety of assessments including, but not limited to, such things as: in-class assignments and activities, homework assignments, portfolios or work samples, research projects, authentic performance assessments, quizzes, tests and examinations.

Initial practice with new skills or concepts should be supported with timely developmental feedback but should not be graded. Homework assignments shall be in accordance with established procedures (Policy 345.3).

Sincerely held religious beliefs must be accommodated (Policy 323.1) with regard to any assessment, activity or test from which grades are drawn.

Grading procedures shall be free from any discriminatory practices and/or language and shall be in accordance with state and federal guidelines for special education students and English language learners.

Teachers' Role and Responsibilities

- Formative assessment and developmental feedback:
 - Throughout the learning process, place more emphasis on a learning orientation for students that focuses on the development of skills and content knowledge than a performance orientation that focuses on the accumulation of points and grades.
 - Ensure timely, developmental feedback that emphasizes progress toward course objectives and provide opportunities for students to respond to that feedback.
 - Provide opportunities for students to self-assess their work.
 - Provide additional learning opportunities and support for students as reasonable and appropriate.

- Summative assessment and grade reporting:
 - At all grade levels:
 - Ensure that grades reflect individual student achievement as related to course objectives.
 - Inform students at the beginning of a course of the course objectives, and the basis upon which students' performance will be assessed and graded.
 - Use a variety of assessments to monitor and measure student performance.
 - Align key assessments, grading scales and grading practices with grade level or subject area teams.
 - Maintain accurate records of student progress.
 - Refrain from providing extra-credit for work not related to course objectives. Refrain from grading on a curve in a manner that limits the number of students who can obtain certain grades.
 - Support the need for balance among the many learning activities in the life of a student.

 - At the elementary level (K-5):
 - Ensure that report card marks or grades reflect what students know and are able to do in relation to grade level objectives with emphasis given to their most recent level of performance.
 - Provide separate, summative feedback on a range of skills including: learning skills, citizenship, behavior, attitude, participation and effort as these components are not a part of the achievement grade. (Participation that demonstrates understanding or skill such as formal discussions, presentations, and performances can be graded.)

 - At the secondary level (6-12):
 - Ensure that report card grades reflect individual student skills and understanding in relation to course objectives.
 - Provide separate, summative feedback on behavior and effort as these components are not part of the achievement grade. (Participation that demonstrates understanding or skill, such as formal discussions, presentations, and performances, can be graded.)

Student Role and Responsibilities

- Complete school work in a thoughtful, timely manner.
- Prepare for assignments and assessments in order to develop skills and understandings.
- Respond to developmental feedback in order to further develop skills and understandings.
- Take ownership for the honesty and integrity of all assignments/assessments.
- Ask questions, seek additional support, and try new learning strategies as necessary.

Parent/Guardian Role and Responsibilities

- Throughout the learning process, place more emphasis on a learning orientation for students that focuses on the development of skills and understandings than a performance orientation that focuses on the accumulation of points and grades.
- Promote developmental feedback as an important part of the learning process.
- Understand and reinforce expectations for quality student work.
- Monitor student progress in meeting course objectives in a manner that empowers students to develop personal responsibility and autonomy.
- Support the need for balance among the many learning activities in the life of a student.

Administrative Role and Responsibilities

- Throughout the learning process, place more emphasis on a learning orientation for students that focuses on the development of skills and understandings than a performance orientation that focuses on the accumulation of points and grades.
- Ensure that feedback and grading practices are consistent with the educational goals of the School District of Whitefish Bay.
- Facilitate communication among teacher teams concerning feedback and grading.
- Monitor and support teachers in their implementation of the district grading policy into grade level/subject area team's policy and practice.
- Facilitate communication among teachers, students, and parents regarding student performance and progress.
- Support the need for balance among the many learning activities in the life of a student.

Written grades will be issued on the following schedule:

<u>Grade Level</u>	<u>Frequency</u>
Kindergarten:	twice yearly
Grade 1-5:	three times yearly
Grades 6-12:	four times yearly

Student performance and progress toward course objectives are also discussed at parent conferences.

Adoption Date	-	5/13/87, 3/9/88, 6/2/93, 10/9/96, 7/16/08
Legal Reference	-	Section 118.13 Wis. Stats.; PI 9.03 (1) Wis. Admin. Code
Cross Reference	-	411-Rule, Student Discrimination Complaint Procedures 323.1, Accommodating Sincerely Held Religious Beliefs 345.3 Homework Policy

HOMEWORK

Homework is an assignment given for study, preparation, or completion outside of regular class time. The primary purpose of homework is to reinforce, enrich, and/or extend learning and help students practice or extend the development of important skills and understanding of important content and concepts.

Additionally, homework is intended to help students work in an increasingly self-directed manner; learn to manage time; and develop responsibility.

Homework is a valid, desirable, and expected extension of classroom learning under the following conditions:

- Learning objectives are clear so that students know the purpose of the assignment and how it relates to specific standards and benchmarks.
- There is essential practice or extension of needed skills and concepts.
- The homework is within the capabilities of the student.
- The student has adequate resources and materials with which to complete the assignment.
- The homework provides an opportunity for timely, developmental feedback to the learner.

Teachers' Role and Responsibilities

- Know the purpose of each homework assignment and how it relates to specific standards and benchmarks.
- Minimize the need for parental participation in completion of homework by giving assignments that are aligned with the student's current learning needs and require accessible materials and resources.
- Follow the Board's guidelines for the amount of time designated for homework.
- Communicate criteria for quality to students in advance of the assignment.
- Post all assignments and provide time for students to record them.
- Review homework and provide feedback to students in a timely manner.
- Notify parents when a student's consistent inability to fulfill his or her "Role and Responsibilities" for homework interferes with his or her learning.
- Support the need for balance among the many learning activities in the life of a student besides homework.

Students' Role and Responsibilities

- Set a time each day to do homework.
- Complete homework assignments. Check work for quality and accuracy. If possible, explain the work that has been done to an adult.
- Ask questions of your teacher if procedures for assignments or the actual content of assignments are not clear.
- Plan ahead to make efficient use of the time that has been allotted to complete long term assignments.

Parents' Role and Responsibilities

- Promote a positive attitude toward homework as part of the learning process.
- Understand and reinforce expectations for the quality of student work.
- Provide structure, a place, and resources needed to help students complete homework.
- Provide supervision and support, but do not do the assignment or project for the student.
- Support the need for balance among the many learning activities in the life of a student including homework.

Administrators' Role and Responsibilities

- Ensure that homework is consistent with the educational goals of the School District of Whitefish Bay.
- Facilitate communication among teacher teams concerning homework.
- Monitor and support teachers in the implementation of the district homework policy and guidelines

into their classroom policy and practice.

- Be aware of the assignment of major projects and their impact on the student's overall educational program.
- Support the need for balance among the many learning activities in the life of a student besides homework.

Adoption Date	-	5/13/87, 10/9/96; 5/26/04
Cross Reference	-	345.3-Rule, Homework Guidelines 345.1, Grading

HOMEWORK GUIDELINES

Assignment design and student practice

Student practice can take a variety of forms. Traditionally, assignments may ask students to solve mathematics problems, respond to comprehension questions from a textbook, or memorize lists of events and dates. Recent research shows that students derive additional benefit from assignments that require students to construct new knowledge, engage in disciplined inquiry, and complete tasks or solve problems that have value beyond school.

- Construction of Knowledge: Assignments that ask students to organize, interpret, evaluate or synthesize knowledge or to solve new problems.
- Disciplined Inquiry: Students use prior knowledge and critical thinking skills to articulate new understanding through elaborated communication using verbal, symbolic, written or visual explanations, justifications or dialogue.
- Value Beyond School: The new understanding is applied or articulated in a way that has value and meaning to a community or culture beyond the student and teacher.

In creating quality assignments that develop student skills and understanding, care should be taken to ensure an appropriate balance between repetitive practice of skills and application of those skills for authentic purposes.

Feedback

Feedback is one of the most important components of the learning process. Developmental feedback helps the learner identify specific opportunities for growth by clarifying the current performance, the desired performance, and a strategy for closing the gap between the two. Additionally, the sooner feedback occurs in relation to a performance, the more likely it is to have an impact on the learner.

Challenge and Support

While all assignments should be aligned to a developmentally appropriate sequence of quality instructional opportunities, it is important that students and parents/guardians alike understand that effort, patience, challenge, discovery - and occasionally frustration - contribute to the learning process. It is important for teachers to understand that learners make the greatest progress when they believe they have been given an appropriately challenging task with an appropriate level of support.

Grades 1-5

Students in grade one may be asked to engage in short mathematics and reading assignments. Additionally, students should be encouraged to participate in self-selected, independent reading at home. Students may occasionally be asked to bring objects, articles, or news reports related to a classroom activity or project.

Homework gradually increases from grade two to grade five. Homework may consist of, but is not limited to, such things as continuing an assignment which may not have been completed in class, solving mathematics problems and developing number sense, independent reading, simple research, or projects. In general, collective time for these assignments may take as little as 20 minutes in grade two, and up to one (1) hour by grade five. Special care should be taken in considering and differentiating for individual needs and abilities of students while using reasonable time limits appropriate to the age/grade level of the child.

Middle School

Homework should be a normal and natural extension of the classroom lesson and curricular goals in both academic and special areas. It may provide for, but is not limited to, such things as: continuation of an assignment not completed in class; reinforcement and application of skills or concepts; opportunities for independent study or research.

In general, an assignment for a given course should not take longer than 20 to 30 minutes, with the collective time for all courses typically not exceeding two (2) hours per evening. Attention should be given to such factors as individual needs of the student, and adjustments in homework content and duration should be made as needed to meet individual needs. Since both short and long-term assignments may be given, teachers will use the team preparation time to consult with colleagues so that expectations for long-term assignments will be manageable for students in the middle school program.

High School

It is a general expectation that high school students will have homework in most or all of their courses, and homework should be expected on a daily basis. Homework is considered an extension of classroom instruction; it is not work required for its own sake. The type of homework will vary widely across subject areas, and should be considered of equal importance regardless of the nature of the assignment or subject.

Homework assignments should be within the knowledge and ability level of the student, yet should also provide meaningful challenge.

While there is no established guideline for the amount of time that should be devoted to homework at this level, it is noted that Whitefish Bay High School students spend an average of three to three and one-half (3-3½) hours on daily homework assignments, with about two (2) hours of that being completed outside of school hours.

Adoption Date -- 10/9/96; 5/26/04

RETENTION OF STUDENTS

Each student should experience continuous progress from one grade to the next towards graduation insofar as possible. The matter of retaining a student one or more years behind his/her chronological age groups is recognized as an event of major significance to the student's educational future.

Students in grades 9-12 progress towards graduation based on meeting graduation criteria. It is the position of the Whitefish Bay Public Schools to retain a student in grades K-8 only when sufficient evidence can be collected to support the value of such action. The retention of a student in grades K-8 shall be based upon his/her achievement, relating to his/her aptitudes and abilities. The decision to retain a student shall be the responsibility of the principal in consultation with teachers, other support staff and the student's parent(s)/guardian(s) as outlined in Board policy. The purpose of a retention is to provide a greater opportunity for future success throughout the remainder of the student's school career.

Decisions on retentions shall be made prior to the conclusion of the school year whenever possible. The parent(s)/guardian(s) have the right to appeal a retention decision to the director of pupil services. That decision shall be final.

Adoption Date	--	4/8/98, 6/13/01, 2/5/03
Legal Reference	--	Section 118.14 Wis. Stats.
Cross Reference	--	345.4 Rule, Retention Procedures 345.6, Graduation Requirements

PROMOTION OF FOURTH AND EIGHTH GRADE STUDENTS (For students in grades K-3 and 5-7 see 345.4B)
(Begins 2002-03 School year)

The educational program shall provide for continuous progress of students from grade to grade, with students generally spending a single year in each grade.

Occasionally, some students may benefit from repeating a particular grade level of instruction. The matter of retaining or promoting a student one or more years beyond his/her chronological age group is recognized as an event of major significance to the student's educational future. This decision should be made through a collaborative process involving the school and the student's parent(s)/guardian(s).

Typically, a student will be retained no more than one time throughout the K-12 experience. Only in very rare instances should this decision be made when a student is in the third grade or beyond.

Criterion 1: Student Score on WKCE

The WKCE test will be administered to all students when they are in grade 4 and again in grade 8.

Parents/guardians may provide their child with written permission to opt out of this examination.

Students are expected to score basic or better on 4 of 5 sub-tests of the WKCE. Whether or not this criterion is met, students who demonstrate successful academic performance as defined in Criterion 2 will be promoted.

Criterion 2: Academic Performance

All students who pass 4 of 5 core area classes (language arts, math, reading/literature, science, social studies) will be promoted to the next grade.

Students who do not meet Criterion 2 must satisfy Criterion 3.

Criterion 3: Teacher Recommendation

- A.** Students who are in danger of not meeting Criterion 2, passing 4 of 5 classes, as of the end of the 1st semester should be referred to a Collaborative Intervention Team for consideration of retention no later than February 1. This team will assess the student's progress and needs, and develop intervention strategies & recommendations for increasing student success for the remainder of the school year. The following areas should be considered:

- Academic Progress
- Holistic review of performance on state and local assessments
- Attendance
- Attitude/Effort
- Experiential Background
- Social/Emotional level in relation to ability to learn

Additionally, the team may initiate a referral for a non-EEN evaluation to obtain further information regarding the student's abilities and educational progress.

- B.** The CIT will reconvene by March 31 to review the strategies and interventions along with the student's progress to date. Retention will be considered solely on a student's academic progress. If a student is not recommended for promotion at this time, the CIT will establish expectations for promotion under Criterion IV, Other Academic Criteria.

Criterion 4: Other Academic Criteria

The CIT will finalize a recommendation for retention or promotion based on the student's academic progress. Students not recommended for promotion as of May 15 will be required to meet Academic Performance criteria by the conclusion of the school year and/or demonstrate successful Academic Performance by demonstrating attainment of the Academic Criterion developed by the CIT, which may include mandatory summer school. Parents should be informed of this recommendation in writing by the building principal. If a student is to be retained, a copy of the school's written recommendation, signed by the building principal and the parent/guardian, will be placed in the student's cumulative folder.

Students who are retained may appeal that decision to the Director of Pupil Services.

Note: It is strongly recommended that students who are not required to attend summer school but have been referred to a CIT for academic purposes, enroll in appropriate summer school courses. The CIT will provide follow-up services for all students considered for retention, whether promoted or retained, not later than October 15 of the following school year.

Exceptional education students who do not meet Criterion 2, can demonstrate Criterion 3, Teacher Recommendation, via the Individual Educational Plan process. Students with an IEP may have curriculum modified to accommodate disabilities.

Adoption Date	--	6/13/01;3/12/03
Legal Reference	--	WI Stats. 118.30, 118.33(6)(a) WI Adm. Code PI 18.02(8)

ACADEMIC PERFORMANCE CRITERIA PLAN FOR STUDENT IN DANGER OF RETENTION
(for students in grades four and eight)

Name of Student

School

Grade to be Repeated

Name of Teacher Administering Plan

Principal

A. List educational objective for the students.

B. List problems student experienced in previous year.

C. List corrective actions planned to help student solve the above-mentioned problems.

D. List resources planned to be used to assist student to meet listed objectives.

RETENTION PROCEDURES (for students in grades K-3 and 5-7)

The educational program shall provide for continuous progress of students from grade to grade, with students generally spending a single year in each grade.

Occasionally, some students may benefit from repeating a particular grade level of instruction. The matter of retaining or promoting a given student one or more years beyond his/her chronological age group is recognized as an event of major significance to the student's educational future. This decision should be made through a collaborative process and only when sufficient evidence can be collected to support the value of such action.

A student is eligible to be retained no more than one time throughout the K-12 experience. Only in very rare instances should this decision be made when a student is in the third grade or beyond.

The following process should be followed when considering a recommendation for retention.

1. The teacher or counselor will discuss the student with the principal and refer the student to the Collaborative Intervention Team (CIT) no later than February 1. This team will assess the student's progress and needs, and develop intervention strategies and alternatives for increasing student success for the remainder of the school year.
2. Parent involvement is considered to be critical throughout this process. A parent conference will be held to review the student's progress, steps taken to date, and the proposed interventions and strategies. If the parent does not respond to phone calls requesting such a conference, the principal should be notified. The principal will send a certified letter. If there is no response to notice by certified mail, the district social worker will be notified and will attempt a home visit.
3. The CIT will reconvene by March 31 to review the strategies and interventions, along with the student's progress to date. If retention remains a consideration, the CIT will initiate a referral for a non-EEN evaluation to obtain further information regarding the student's abilities and educational progress.
4. The team should consider the following factors in arriving at a recommendation for retention or promotion:
 - a. **Academic progress:** Progress in the core academic areas in relation to district expectations
 - b. **Ability:** Ability to progress with the curriculum
 - c. **Attendance:** Attendance pattern/rate and any factors which may have contributed to the pattern
 - d. **Attitude:** Overall student feelings about school, perception of self, and perception about a possible retention in grade
 - e. **Experiential background:** Other school experiences, language proficiency, etc.
 - f. **Social/emotional:** Maturity level and impact of maturity level on ability to learn
 - g. **Other factors:** Light's Retention Scale or similar instruments, parent requests, etc.

5. A parent conference for students under consideration for retention will be scheduled on or around May 1st. There will be discussion of progress and concerns related to the strategies and interventions, results of any non-EEN evaluation, and there should be discussion of a tentative recommendation for retention if the CIT considers that the best option.
6. The CIT will finalize a recommendation for retention or promotion, complete an "Alternative Education Plan for a Retained Student" for recommended retentions, and forward it to the principal by May 15. The CIT may likewise develop an Alternative Education Plan for promoted students, or recommend strategies and interventions to follow the student to the next grade.
7. The principal will make the ultimate recommendation for the placement for the coming school year. The principal will assume the responsibility of notifying parents/guardians in writing of the school's recommendation for retention and will convey that recommendation along with the "Alternative Education Plan" and the "Retention Agreement" via U.S. mail.
8. The parents/guardian will indicate their approval or disapproval to the principal in the form by June 1, in most cases. The principal will make the final decision regarding placement for the coming school year. In rare instances, the principal may make a decision to retain a student over the objections of the parents/guardians. The parents/guardians have the right to appeal the recommendation to the director of pupil services. That decision shall be final.
9. The school's written recommendation, the Alternate Education Plan, and the parents/guardians signed form will be placed in the student's cumulative folder. Retention or promotion will be noted on the report card and the cumulative record card. A summary of CIT efforts and intervention strategies will be placed in the student's cumulative folder.
10. The CIT will provide follow-up services for all students considered for retention, whether promoted or retained, in the following school year. The student's current and previous teacher(s), along with representative members of the CIT, will meet by October 15 of the following school year to review the placement, to review and make necessary adjustment in the Alternative Education Plan, and to consider the progress of students promoted on a marginal basis.

Graduation Requirements

(Begins 2003-2004 School Year)

Criterion 1: Base Requirements**A. Credit Requirement**

All students wishing to obtain a diploma from Whitefish Bay High School are required to earn forty semester credits. One credit equals one passing semester of learning. Credits must be completed as follows:

English	8 credits
Sciences	4 credits
Social Studies	6 credits
Mathematics	4 credits
Health/Physical Education	4 credits
Computer Science	1 credit
Fine/Applied Arts	1 credit
Electives	12 credits

B. Enrollment Requirement

Students wishing to obtain a diploma from Whitefish Bay High School also must have been enrolled in a class or participated in an activity approved by the school board during each class period of each day during high school.

Criterion 2: Academic Performance

Students may demonstrate acceptable academic performance by obtaining a cumulative grade point average of C- (1.667) or higher at the conclusion of their high school career.

- Students who meet Criterion 1 and Criterion 2, will earn a diploma.
- Students who meet Criterion 1, but not Criterion 2, must meet Criterion 3 to earn a diploma.

Criterion 3: Teacher Recommendation Criterion

Collaboration and communication among the school, student and parent/guardian of a student in danger of not graduating are important elements of Criterion 3. Students who have not met Criterion 2 may be eligible to graduate by meeting basic criteria for academic performance, attendance, citizenship and effort as defined by the Teacher Recommendation Team (TRT).

Following a student's junior year, a student whose records indicate that he or she may be in jeopardy of not graduating shall be sent written notification to that effect.

A Teacher Recommendation Team shall convene not later than two weeks after first semester grades have been posted for seniors in danger of not graduating for failure to meet Criterion 2. The team shall consist of a high school administrator, the student's counselor, and one of the student's current teachers. The student and his/her parent/guardian shall be invited to attend the TRT meeting. At this time, a contract will be drafted that outlines basic expectations for academic performance, attendance, citizenship and effort. The contract will be signed by the student, parent/guardian, and members of the TRT. Prior to graduation, the team will convene once again to determine if the terms of the student's contract have been sufficiently met. If so, Criterion 3 has been met.

Note: (1) Students enrolled in a Board approved alternative education program shall demonstrate completion

of Criterion 3 by meeting the graduation related requirements set forth by that program. (2) Students who have an Individualized Education Plan who need to meet Criterion 3 shall do so by meeting the graduation related goals of the IEP. Students with an IEP may have curriculum modified to accommodate disabilities.

- Students who meet Criterion 1 and 3 will earn a diploma.
- Students who meet Criterion 1, but not Criterion 3, may appeal to the Director of Pupil Services for a final determination of graduation.
- Alternative plans for meeting graduation requirements may be established for non-graduating seniors.

Adoption Date	--	11/14/84; 9/10/86; 5/13/87; 10/9/96; 6/13/01; 3/12/03; 12/3/03
Legal Reference	--	WI Stats. 118.30 (1m) (d), 118.33, 118.30 WI Adm. Code PI 18.02, 18.03, 18.04

Early Graduation

Accelerated graduation procedures established within the district provide that under the direction of the guidance counselor and with parent/guardian approval, students who meet graduation criteria early may request early graduation with the following understanding:

Graduation at the conclusion of six semesters:

To be considered a senior, a student must be in the fourth year of attendance; therefore, early graduates will be ranked with other members of the junior class according to their cumulative semester grade point average. They will be eligible for junior awards and honors, including election to the National Honor Society. They qualify for their senior final exemptions, and are urged to take part in commencement exercises.

Graduation at the conclusion of seven semesters:

Since senior honors are based on seven semesters of high school performance, these students are eligible for senior honors and awards, including election to the National Honor Society. They are eligible for senior final exam exemption privileges at mid-year, in accordance with the school's final examination policy. Those students who wish to attend college during the second semester should be aware that college calendars do not always correspond to the high school's calendar. Special arrangements may have to be made to complete the semester's work before the end of the high school semester. Seventh semester graduates are urged to take part in commencement exercises.

Adoption Date -- 6/13/01

TESTING PROGRAMS

The testing program in the School 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 professional staff to:

1. Provide information about individual student progress.
2. Provide information about instructional programs and curricular effectiveness.

The school district shall not discriminate in the methods, practices, and materials used for testing purposes, evaluation and counseling of students on the basis of gender, race, color, national origin, ancestry, creed, religion, marital or parental status, sexual orientation; or handicapping condition. The school district shall provide reasonable accommodation/modification for students with exceptional education, 504, limited English proficiency or other special needs in order that the testing situation be optimized for the performance of the individual. In the case of EEN and 504 students, accommodations will be made through the Individualized Educational Plan (IEP) process, and in the case of non-EEN students, accommodations will be made under the leadership of a guidance counselor or a principal. Exemption from examination may be made by EEN students through the IEP process and for limited English proficiency students through the English as a second language teacher. Exemptions and modification of tests required by state laws and regulations must be made in accordance with state statute.

The school district testing program shall include:

A. Tests required by state laws and regulations:

- Wisconsin Student Assessment System: *Knowledge and Concepts Examination* at grades 3, 4, 5, 6, 7, 8, and 10.
- State approved English language learner proficiency testing

B. In-district measures, including:

- Iowa Tests of Basic Skills and Cognitive Abilities Tests at grades 3, 5, and 7.
- Criterion-referenced measures for a specific instructional program.

Adoption Date	-	3/9/88, 11/7/90, 6/2/93, 10/9/96, 11/8/06
Legal Reference	-	Sections 118.13, 118.30, 121.02(1)(r)(s), Wis. Stats.; PI 9.03(1), PI 13, PI 16 Wis. Admin. Code
Cross Reference	-	411-Rule, Student Discrimination Complaint Procedures 346-Rule, Testing Program Guidelines

TESTING PROGRAM GUIDELINES

It is important to create conditions that enable all students to reflect their best performance in testing situations. The following guidelines shall apply for students participating in any of the testing programs in which the district participates:

Students with Exceptional Education Needs and Section 504 Identification

All students with EEN shall have the opportunity to be tested. The Individual Education Plan (IEP) will specify inclusion, exclusion, and modifications as appropriate. The IEP must be carefully followed in all test situations.

Students identified as Section 504 follow similar guidelines if they are identified as students with disabilities under IDEA. Students who do not meet identification under IDEA are entitled to accommodation and services in the general school setting.

Limited English Proficiency Students

Standardized testing is not appropriate for students at levels 1-4 of English proficiency. Testing may or may not be appropriate for students at level 5; determination for inclusion shall be made by the principal or guidance counselor in consultation with classroom teachers. Students who are beyond level 5 shall be included in testing programs in which the district participates.

Parental Right of Exclusion from Testing: State Assessments

Parents have the right to request that their child(ren) be excluded from state assessment. They may do so by making a request in writing to the principal. Parents who wish to review the actual test may do so by reviewing test materials early on the morning of administration in the presence of the guidance counselor or principal, and, if they so desire, requesting in writing that their child subsequently be excluded from testing.

GENERAL GUIDELINES FOR MODIFYING TEST ADMINISTRATION
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1. Upon recommendation of the guidance counselor, students who experience difficulty with scantron answer sheets shall be permitted to record answers directly in the test booklet. An adult will transfer answers to the scantron sheet
2. Modifications of environment, format, and administration conditions are appropriate; modifications of test content and time guidelines are not appropriate.
3. Upon recommendation of the director of instruction, administration procedures for selected subtests of district assessments may be modified to accommodate individual, specialized needs with the recommendation of the director of instruction.

Adoption Date	-	10/9/96
Legal Reference	-	DPI Guidelines for Non-Discriminatory Testing

STUDENT RECORDS POLICY

All student records the School District of Whitefish Bay maintains must remain confidential, except as permitted or required by this policy, and applicable state and federal law. The District has adopted this policy to maintain confidentiality of student records. Questions regarding confidentiality of student records and permitted or required disclosures should be directed to the Director of Pupil Services. The District must ensure that district employees collecting or using personally identifiable information receive training or instruction regarding the confidentiality requirements contained in this policy and applicable law.

Student records are all records relating to an individual student maintained by the school. A "record" is any material on which written, drawn, printed, spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristic. The District maintains several types of student records, including: directory data, progress records, behavioral records, student physical health records, and patient health care records.

Student records, however, do **not** include the following:

1. Any notes or records maintained for personal use by either teachers or others permitted by law, as long as these notes or records are not available to others.
2. Records necessary for, and only available to people involved in, the psychological treatment of a child. In the School District of Whitefish Bay school psychologists, counselors, school social worker and/or ATODA coordinator are qualified to provide psychological treatment. The following services constitute psychological treatment: school adjustment issues, personal adjustment issues, and ATODA issues.
3. Law enforcement unit records, which are records maintained by a law enforcement unit that were created by that law enforcement unit for the purpose of law enforcement. A law enforcement unit is any individual, office, division, department, or other component of the District that is authorized by the school board to maintain the physical safety and security of the school, enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement, against any person other than the District. In the School District of Whitefish Bay all administrators may serve as a law enforcement unit.
4. Test protocols, test instruments and interpretive materials that do not contain personally identifiable information, such as the student's name. (Answer sheets that do contain the student's name are student records, and may require explanation and interpretation from school staff.)

Although technically student records, applicable law limits a parent's right to information regarding a student's reproductive health and HIV test results.

Directory data includes the following student records: Name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently attended by the student.

Progress records include the following student records: student's grades, a statement of the courses the student has taken, the student's attendance record, the student's immunization records, any lead screening records, and records of the student's school extracurricular activities.

Behavioral records include the following student records: psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his or her immunization records, certain lead screening records, certain law enforcement officer records, *and any other student records that are not progress records.*

Student physical health records include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, certain lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the state superintendent.

Patient health care records are all student records relating to a student's physical health that are not contained in the list of student physical health records. Any student's record concerning HIV status, however, is treated differently as described below.

Access to Student Records

As discussed above, the District must protect confidentiality of and allow access to student records as provided by this policy and applicable law. As a result, the confidentiality and access provisions described in this policy are not exhaustive. For example, the District must also comply with the provisions of the Children's Online Protection Act regarding information available on its website, the National School Lunch Act regarding information in student records regarding free and reduced price meal eligibility, and the Drug and Alcohol Patient Records Confidentiality Act regarding students who apply for or receive alcohol or drug abuse treatment services. The District also addresses related issues, such as parent access to information under the No Child Left Behind Act, and security of electronic data in the following policies:
[insert references to other District policies]

Access to Student Records Generally (Excluding Patient Health Care Records)

- 1. Persons Employed by the District.** The District must make student records available to District employees who are required to hold a teachers license, and to other District officials the School Board determines has a legitimate educational interest in the student's record. A legitimate educational interest exists when a district employee or official reasonably needs to know the information to perform his or her professional responsibilities. *(This includes, but is not limited to: 1) performing educational or discipline related tasks in connection with a student; 2) providing services to a student or the student's family, such as emergency health care, counseling, special education, or related services, and school or job placement services; and 3) performing administrative or other duties for the District.)*

Those with legitimate educational interests may include a person employed by or working on behalf of the District as a school board member, administrator, supervisor, instructor, support staff member (including health or medical staff and police-school liaison personnel); a person or company with whom the District contracts to perform a specific task (such as an attorney, auditor, medical consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks; or other school district officials.

Nothing in this policy prohibits the District from using a student's records in connection with the suspension or expulsion of the student, unless otherwise prohibited by law.

In addition, information concerning the student's physically harmful behavior may be disclosed to the student's teachers and to any other school district official who has a legitimate educational interest (as defined above) or safety interest in the information if the District determines, based on evidence that a student engaged in behavior that seriously physically harmed another individual within the previous 12 months or that a student has engaged in a pattern of behavior causing serious physical harm to another individual, that there is reasonable cause to believe that the student may engage in behavior at school or under the supervision of a school authority that is physically harmful to another individual. The information must be limited to information reasonably necessary to meet the educational needs of the student and the safety needs of other students and school personnel. The teacher or other school district official may not disclose the information to any other person. Such information may also be disclosed in connection with a health or safety emergency, as described below.

- 2. Persons Named In Authorization for Release of Records.** An adult student or the parent of a minor student may give the District written permission to release the student's progress records or such portions of the student's behavioral records as determined by the person authorizing the release. When the District receives such permission, it must disclose the student's progress records and any specified behavioral records to the person named in the permission. Adult students or parents requesting disclosure should complete the District's "Authorization for Release of Records" form. The District may not disclose law enforcement officers' records under this section unless the adult student or parent of a minor student specifically authorizes disclosure in the written permission.

Under this policy and applicable law, parents who have been denied periods of physical placement with their child do NOT have the rights of a parent or guardian with respect to their child's student records.

- 3. Courts.** The District must disclose student records to a court in response to a subpoena from parties to an action for in camera inspection, and to be used only for impeachment of a witness who has testified in the action.
- 4. Public Officers and the Department of Public Instruction.** The District must provide any public officer with records that Chapters 115 through 121 of the Wisconsin Statutes require the District to maintain. The District must provide the Department of Public Instruction with any information contained in a student record that relates to an audit and evaluation of state or federal supported programs, or that is required to determine compliance with requirements under Chapters 115 through 121 of the Wisconsin Statutes.
- 5. Parents of Students Who Have Reached 18 Years of Age.** The District may disclose personally identifiable information from an adult student's record to the student's parent or guardian if the student is financially dependent on his/her parent(s), unless the student has informed the District in writing that the information may not be disclosed. If the student is not financially dependent on his/her parent(s), the District will disclose the information if the adult student gives the District written permission, as described in paragraph two of this section.
- 6. Various agencies for purpose of providing services before adjudication.** The District may disclose student records to the following for the purpose of providing services to a student before adjudication: a law enforcement agency, district attorney, city attorney or corporation counsel, department of corrections, county department, licensed child welfare agency, intake worker, court of record, municipal court, private school or another school board pursuant to an interagency agreement. To disclose student records to any of these organizations or individuals, the organization or individual must first certify in writing that the records will not be disclosed to any other person, except as permitted by law.

7. Disclosure to Individuals Named in Court Order. The District must disclose student records in compliance with certain court orders, as required by applicable law. (Wis. Stat. 118.125(2)(L).)
8. Disclosure to Appropriate Parties in Emergency. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual.

Access to Directory Data

On an annual basis, the District must notify all parents of the categories of information designated as directory data with respect to each student. This notice further states that parents must notify the school within 14 days if the parent does not want the District to disclose all or any part of the directory data regarding their child without the parent's prior consent. If the District allows the parent 14 days to respond, and does not receive notice from the parent that the directory data may not be disclosed without the parent's prior consent, the District may disclose the directory data to any person without the parent's consent.

If the District allows the parent 14 days to respond, and does not receive notice from the parent that the directory data may not be disclosed without the parent's prior consent, the District must disclose the following information:

1. Names and addresses of students expected to graduate during the current school year to a technical college district board.
2. Directory data for the purpose of enforcing attendance, investigating alleged criminal or delinquent activity, or in response to a health or safety emergency to any representative of a law enforcement agency, district attorney, city attorney or corporation counsel, department of corrections, county department, licensed child welfare agency, intake worker, court of record or municipal court.

Under the No Child Left Behind Act, the District must release student names, addresses, and phone numbers to military recruiters and to institutions of higher learning upon request, unless the student or parent requests that this information not be released without prior consent, pursuant to the procedures described above.

Under this policy and applicable law, parents who have been denied periods of physical placement with their child do NOT have the rights of a parent or guardian with respect to their child's student records.

Access to Progress Records

1. **Students and their Parents.** Upon request, the District must show and provide copies of a student's progress records to the student or the student's parent. The District must comply with such requests as soon as practicable, and within 45 calendar days after the District receives the request.

Parent means a natural parent, legal guardian or guardian ad litem. Under this policy and applicable law, parents who have been denied periods of physical placement with their child do NOT have the rights of a parent or guardian with respect to their child's progress records.

2. **Judges and Courts.** Upon request of a judge of any Wisconsin court, or federal court, the District must provide progress records of a student who is the subject of any proceeding in that court.
3. **Law Enforcement - Attendance Records Only.** The District must provide a copy of a student's attendance record to a law enforcement agency if the law enforcement agency certifies the following in writing: 1) the student is under investigation for truancy or for allegedly committing a criminal or delinquent act; 2) the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When the District discloses a student's attendance record for purposes of truancy, the District will notify the student's parent of the disclosure as soon as practicable after the disclosure.
4. **Fire Investigator - Attendance Records Only.** The District must provide a copy of a student's attendance record to a fire investigator if the fire investigator certifies the following in writing: 1) the student is under investigation for arson; 2) the attendance record is necessary for the fire investigator to pursue the investigation; and 3) the fire investigator will only disclose the student's attendance record for the purpose of pursuing the investigation.
5. **County Department - Attendance Records Only.** If a student violates a school attendance provision of a dispositional order, the District must notify the county department responsible for supervising a child within 5 days after the violation.
6. **Courts - Dropout Names Only.** In response to a court order, the District must provide to the court names of students the District knows to be dropouts residing within the county in which the circuit court is located or the municipality in which the municipal court is located.
7. **Technical College District, Health and Family Services, Department of Workforce Development- Names of Withdrawn Students Only.** Upon request, the District must provide the names of students who have withdrawn from the District prior to graduation under to the technical college district board in which the District is located. The District must also provide this information, upon request, to the department of health and family services, the department of workforce development or a county department, as required by law.

Access to Behavioral Records

1. **Students and their Parents.** Upon request, the District must show a student's behavioral record to the adult student or a minor student's parent in the presence of a person qualified to explain and interpret the records. Upon request, the District must provide the adult student or the minor student's parent with copies of the student's behavioral records. The District will comply with such requests as soon as practicable, and within 45 calendar days after the District receives the request.

Parent means a natural parent, legal guardian or guardian ad litem. Under this policy and applicable law, parents who have been denied periods of physical placement with their child do NOT have the rights of a parent or guardian with respect to their child's behavioral records.

Access to Pupil Physical Health Records

1. **Department of Health and Family Services - Immunization Records Only.** The District must make information from a student's immunization records available to the department of health and family services to carry out the purposes permitted by law.

2. **State and Local Health Officials - Lead Screening Records Only.** Information from any student lead screening records shall be made available to state and local health officials to carry out the purposes permitted by law.

Access to Patient Health Care Records

All patient health care records must remain confidential. As a result, any District employee receiving patient health care records must keep that information confidential, unless disclosure is permitted by this policy or applicable law. For example, the law permits disclosure to persons with the informed consent of the student or a minor student's parents. Parents who have been denied periods of physical placement with their child do NOT have the rights of a parent or guardian with respect to their child's patient health care records.

The District's patient health care records may be released upon request without informed consent as allowed by applicable law, and to a District employee or agent, if the following apply:

- a) The employee or agent has responsibility for the preparation or storage of patient health care records;
- b) Access to patient health care records is necessary to comply with a requirement in federal or state law. This includes school district employees and agents who need the information to carry out specific duties relating to the identification, evaluation, placement and provision of a free and appropriate public education to a child with a disability under state and federal special education laws; or
- c) the information is necessary for the staff person to respond to a health emergency.

Any student record that concerns the results of a test for the presence of HIV, antigen or non antigenic products of HIV or an antibody to HIV (the virus which causes acquired immunodeficiency syndrome- AIDS) shall be confidential and may be disclosed to other persons only with the informed consent of the test subject.

Parent or Adult Student Consent to Disclosure

For purposes of this policy, "consent" means written consent that includes all of the following information:

- name of the student whose record is being disclosed; type of information to be disclosed;
- names of the person(s) making the disclosure;
- purpose of the disclosure;
- individual, agency or organization to which disclosure may be made; signature of the student, if an adult, or the parent of a minor student and the relationship to the student;
- date on which the consent is signed; and
- time period during which the consent is effective.

When requesting consent for release or exchange of information from a parent or student, the District will provide its "Authorization for Release of Information" form. To consent to release or exchange of information, the parent must complete, sign and date the form.

Fees for Copies of Student Records

The District may charge a fee for copies of student records, unless the fee effectively prevents a parent of an eligible student from exercising the right to inspect and review the record. Where the fee represents an unusual hardship, the District's record custodian may waive it in part or in its entirety. The District's

record custodian is Director of Pupil Services. The fees for copies of the records will be the actual, necessary and direct cost of reproduction and/or transcription of the record unless a fee is otherwise specifically established or authorized to be established by law. A schedule of fees may be obtained from the record custodian.

Maintaining Student Records

Each Building Principal has primary responsibility for maintaining the confidentiality of student records kept in his/her own building, including Section 504 records. Law enforcement unit records (which are not student records, as discussed above), ATODA records, and patient health care records (including information regarding a student's reproductive health and HIV testing) must be maintained separately from a student's other records.

The Director of Pupil Services has primary responsibility for maintaining the confidentiality of all student records stored at the central office (excluding disciplinary records) for students with disabilities under IDEA, for students who have been referred for Pupil Services evaluations.

All requests for inspection of progress and behavioral records, other than those regarding special education or pupil services records, should be directed to the Building Principal. All requests for inspection of special education or pupil services evaluations should be directed to the Director of Pupil Services or Special Education Director. All requests for inspection of patient health care records should be directed to the school nurse.

The District must maintain a record of requests for access and disclosures with each student record as long as the student records are maintained. This record does not include access by parents, the student, school officials, any party with written consent from the parent, any party seeking directory information and subpoenas. When the record is required, it must include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

The District must maintain a record of all persons, including parents and school personnel, obtaining access to patient health care records. A record of access to patient health care records must also include the time of the release and identify the specific records released.

Transferring Student Records

Building principals are responsible for transferring records within the District when students transfer between buildings. Building principals and guidance counselors must ensure that professional staff review the records of each student transferring from elementary to middle to high to ensure compliance with the IDEA and Section 504. The building principal of the sending building is responsible for transferring records to the receiving building. If a building principal of the receiving building does not receive the records, he/she must contact the sending building to request the records immediately.

The District must transfer all of a student's records, including behavioral records, to another public or private school or school district without consent within five (5) working days after one of the following occurs:

- 1) the District receives written notice from the student, if he/she is an adult, or his/her parent/guardian if the student is a minor, that the student intends to enroll in the another school or school district; or
- 2) the District receives written notice from another public or private school or district that the student has enrolled; or
- 3) the District receives written notice from a court that the student has been placed in a juvenile correction facility or secured child caring institution or secured group home.

The District must transfer student records only. As a result, personally identifiable records that are not student records (including, but not limited to, personal notes or records used for the psychological treatment of the pupil, as defined above) may not be transferred.

When transferring patient health care records generated within the District, the District must seal these records in a separate envelope and address them to the receiving school or district's health care provider or building administrator. To transfer patient health care records received from outside providers, the District must request informed consent from the student's parents, depending on the contents, the student. If the District receives consent, it must transfer the record as a sealed patient health care record. If the District does not receive consent, the District must prepare a summary of the educationally relevant information and transfer it without consent as a pupil physical health record. The District must retain copies of these records as required by applicable law, and the "Destroying Student Records" section, below.

Destroying Student Records

The District will maintain all student progress records for a minimum of five (5) years after the student ceases to be enrolled in the school. This includes records of students who transfer out of the District, graduate, or leave the District for any other reason.

The District will maintain students' behavioral records for a maximum of one (1) year after the student ceases to be enrolled in the District, unless the parent or adult student specifies in writing that the records may be maintained for a longer period of time or unless otherwise required for compliance purposes. This includes records of students who transfer out of the District, graduate, or leave the District for any other reason.

Special education records for students with disabilities under the IDEA must be maintained for five (5) years after the student graduates or otherwise ceases to be enrolled in the District.

Within three months of graduation or immediately when a student otherwise ceases to be enrolled, the District must notify adult students and parents in writing of this requirement. The notification must request consent to maintain the student's special education records for five years after the student ceases to be enrolled in the District. If the District does not receive such consent, the District must remove personal identifiers from the records so that they may be kept for the five-year period. The District must maintain a separate list of codes and corresponding personal identifiers for audit purposes.

The District will maintain patient health care records for seven (7) years after they are created or received from a source outside the District. The Director of Pupil Services is responsible for maintaining these records.

Amending Student Records

A parent of a minor student, or an adult student, who believes that information contained in student records is inaccurate, misleading or violates the privacy or other rights of the student may request amendment of the records by submitting a written request to the building administrator or the Director of Pupil Services. The written request should: (1) describe the specific part of the student record the parent or student believes is inaccurate, misleading or otherwise in violation of privacy or other rights and (2) state the amendment requested. The Administrator must decide whether to amend the record. If the Administrator refuses to amend the record, he/she must inform the parent or adult student of the decision in writing within 15 calendar days after receiving the request. The written decision must include notice of the right to a hearing before the Board of Education.

If the parent or adult student requests a hearing, the Board shall hold the hearing within 45 calendar days after receiving that request. The District shall notify the parent or adult student of the date, time and location of the hearing in advance. At the hearing, the parent or adult student shall have a full and fair opportunity to present evidence, and the opportunity to be assisted and represented by one or more individuals, including an attorney of their choice, and at their own expense. The Board will issue a written decision within 10 (ten) calendar days after the hearing. The decision will be based solely on the evidence presented at the hearing and include the summary of the evidence and reasons for the decision.

If, as a result of the hearing, the Board of Education decides that the record is inaccurate, misleading or otherwise in violation of the privacy or other right of the student, it must amend the record accordingly and inform the parent or adult student of the amendment.

If, as a result of the hearing, the Board of Education decides that the record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the adult student or parent of the right to place a statement in the record. The District must maintain the statement as a part of the record and be disclosed whenever a portion of the records to which it relates is disclosed. Any statements placed in a student's records pursuant to this section must be maintained as long as the record or contested portion is maintained.

Annual Notices Regarding Student Records

Annually, the District must notify parents and students of their right to:

- inspect and review the student records, and the procedure to exercise this right;
- seek amendment of the student's school records if they believe the records are inaccurate or misleading or otherwise in violation of their privacy rights, and the procedure for requesting the amendment of records;
- consent to the disclosure of the student's school records, unless otherwise authorized without consent;
- file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

The notice includes a statement of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest. The District must ensure parents who are disabled and parents who have a primary or home language other than English are effectively notified. When a student transfers into the district after the District has given this notice, the District must provide a copy of the notice to the student and his/her parents.

As noted above, on an annual basis, the must District notify all parents of the categories of information designated as directory data with respect to each student. This notice must be in writing and state that parents must notify the school within 14 days if the parent does not want the District to disclose all or any part of the directory data regarding their child without the parent's prior consent. If the District allows the parent 14 days to respond, and does not receive notice from the parent that the directory data may not be disclosed without the parent's prior consent, the District may disclose the directory data to any person without the parent's consent.

Annually, and before the provision of service, a health care provider within the District must provide a student's parents with the provisions of access to patient health care information within the District.

Annually, on or before August 15, the District must report to the appropriate county departments the names of students who reside in the District, are 16 years of age or older, are enrolled in or are eligible to be enrolled in a special education program, are not expected to be enrolled in an education program two years from the date of the report, and may require community services for mental health, alcoholism or drug abuse. The District must obtain parent consent or, where appropriate, student consent before filing this report.

Complaints Regarding Alleged Student Records Law Violations

Adult students or parents of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for any alleged violation of the federal Family Educational Rights and Privacy Act (FERPA) at the following address:

*Family Policy Compliance Office
US. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605*

Parents of students with disabilities may also contact the Wisconsin Department of Public Instruction. They may obtain further information by consulting the District's statement of parent rights under the IDEA, or by contacting the Director of Pupil Services.

Adoption Date	-	11/11/87, 9/14/88, 10/9/96, 9/9/98, 6/8/05
Legal Reference	-	Family Educational Rights and Privacy Act, Wis. Stats. 118.125
Cross Reference	-	347-Rule, Guidelines for the Maintenance and Confidentiality of Student Records 347-Exhibit, Directory Data Notice

GUIDELINES FOR THE MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

The building principal shall have primary responsibility of maintaining the confidentiality of all student records kept at that school. All requests for inspection shall be directed to the building principal or his/her qualified designee who will then determine whether inspection is permitted under this policy. The building principal or his/her qualified designee shall be present to interpret records when inspection is made.

The District retains the right to request and receive court orders confirming the custodial and physical placement rights of the parent prior to allowing access to records. The District will deny access to students' records to a parent specifically denied visitation rights by the court.

While a student is attending school, their records will be maintained in the school of attendance. Upon receipt of law enforcement records, the District shall notify the student and the parent/guardian of the information received.

I. Definition

Student records refers to all records relating to individual students, including student physical health records, as defined below. Any student health care records maintained by the School District of Whitefish Bay, which are not student physical health records, are not included in the definition of student records. Personal notes maintained by a teacher, or other licensed or certified staff, that are not available to others are not included in the definition of student records. Records necessary for, and available only to persons involved in, the psychological treatment of a student are not considered student records.

Student records may be considered as behavioral records, progress records, directory data, or student physical health care records.

1. Behavioral records are those student records which include psychological test results, personality evaluations, records of conversations, any written statement relating specifically to an individual student's behavior, test results relating specifically to achievement or measurement of ability, the student's physical health care records except immunization records, police AOD records, all multidisciplinary forms, and any other student records which are not progress records.
2. Progress records are those student records which include the student's grades, a statement of the courses the student has taken, the student's attendance record, records of the student's school extracurricular activities, and student's immunization records.
3. Directory data are those student records which include the student's name, address, telephone listing, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most previously attended by the student.
4. Student physical health records refers to those student records that include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, any lead screening records required under §. 254.162, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information, as determined by the state superintendent.

II. Confidentiality

All student records maintained by the School District of Whitefish Bay shall be confidential, except as provided below.

A. All Student Records

1. Student records may be made available to persons employed in the school which the student attends who are required by the Department of Public Instruction to hold a license, or other District officials determined by the School Board to have legitimate educational interests, including safety, in the student records.
2. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for the purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness' credibility or competency.
3. The School Board may provide the Department of Public Instruction or any public officer with any student record information required by state statute. Records must be provided in connection with audits or programs.
4. Student records shall be disclosed in compliance with a court order, as required by law, after the District has made a reasonable effort to notify the student's parent/guardian of the court order.
5. Nothing in this policy shall prohibit the District from using a student's records in conjunction with a suspension or expulsion of the student or use of such records by a Multidisciplinary Team. However, law enforcement records may not be used by the District as the sole basis for suspending, expelling or disciplining a student.

B. Behavioral/Progress Records

1. An adult student, the parent/guardian of a minor student, or the parent/guardian of a dependent adult student (unless otherwise denied permission in writing) shall, upon request, be shown and provided with a copy of the student's progress records.
2. An adult student, the parent/guardian of a minor student, or the parent/guardian of a dependent adult student (unless otherwise denied permission in writing) shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records. Such student or parent/guardian shall, upon request, be provided with a copy of the behavioral records within reasonable time limits, before a conference or hearing, and in no case longer than forty-five (45) days.
3. The judge of any court of this state or the United States shall, upon request, be provided by the School District Clerk with: (1) a copy of all progress records of a pupil who is the subject of any proceeding in such court and (2) a list of all persons who are known to the District to be dropouts and who reside within the county or municipality in which the court is located.
4. A law enforcement agency shall be provided with a copy of a student's

attendance record by the School District Clerk or designee, if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record, except as permitted by law. If the School District Clerk or designee discloses a student's attendance record for a truancy investigation, the student's parent/guardian shall be notified as soon as practicable after that disclosure.

5. A fire investigator shall be provided with a copy of a student's attendance record by the School District Clerk or designee, if the fire investigator certifies in writing that the student is under investigation for arson, that the student's attendance record is necessary in order to pursue the arson investigation and that the fire investigator will not further disclose the student's attendance record except as permitted by law.
6. Upon the written permission of an adult student, the parent/guardian of a minor student, or the parent/guardian of a dependent adult student (unless otherwise denied permission in writing) the school shall make available to the person named in the permission form the student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release. Law enforcement records contained in a student's records may not be made available under this section unless the parent/guardian specifically identifies those records for release.
7. Information from student immunization records and student lead screening records shall be made available to state and local health officials to carry out immunization and lead screening law requirements.

C. Directory Data

Directory data may be disclosed to any person, if the school: (1) has given public notice of the categories of information which it has designated as directory data with respect to each pupil; (2) has informed the adult student or the parent/guardian of a minor child that he/she has a period of two weeks to notify the District that all or any part of the directory data may not be released without the prior consent of the adult student or the parent/guardian of the minor child; and (3) has allowed a period of two weeks for the adult student or the parent/guardian of a minor child to inform the school that all or any part of the directory data may not be released without the prior consent of the adult student or the parent/guardian of the minor child. Annual notification of this policy shall be given at the beginning of each school year in the following manner:

1. Publication in the District's official newspaper.
2. Posting in each school building in the School District.
3. Publication in each school's newsletter.

If the school has given the appropriate annual notice and the adult student or parent/guardian of a minor child has not so informed the school of information not to be disclosed without consent, the School District Clerk, upon request, shall provide a vocational, technical and adult education school board with the name and address of each student who is expected to graduate from high school in the current school year.

If the school has given the appropriate annual notice and the adult student or parent/guardian of a minor child has not so informed the school of information not to be disclosed without consent, the District, upon request, shall provide a law enforcement agency, district attorney, city attorney, county social service agency, county department of human resources; or court with any directory data for the purpose of enforcing a student's attendance, for investigating criminal or delinquent activity, or for a health or safety emergency.

Regardless of whether appropriate notice was provided, the school board of the vocational, technical and adult education school district in which the public school is located or the department of health and social services or a county department for verification of eligibility for public assistance shall, upon request, be provided by the School District Clerk with the names of students who have withdrawn from the public school prior to graduation.

III. Maintenance of Student Records

When the student ceases to be enrolled in a school operated by the District, his/her records will be maintained at the school last attended.

1. All behavioral records and student health care records will be destroyed one (1) year after the date the pupil graduated from or last attended the school, unless an adult student or the parent/guardian of a minor or dependent child, gives permission that the records be maintained for a longer period of time. Where such written permission is received, both behavioral records and student health care records will be destroyed five (5) years after the date the student graduated from or last attended the school.
2. Progress records will be permanently maintained.
3. Law enforcement records shall be maintained separately from other student records.

Parents/guardians and student will be notified of this policy annually through each school's newsletter.

IV. Transfer of Student Records

Upon transfer of the student to another school operated by the District, all student records shall be transferred to that school.

Within five (5) working days, the school shall transfer to another school district all student records relating to a specific student if the school has received written notice from any of the following:

1. An adult student, or the parent/guardian of a minor student, stating that the student intends to enroll in another school or school district.
2. Another school or school district stating that the student has enrolled.
3. A court stating that legal custody of the student has been transferred to the Department of Correction or the student has been placed in a juvenile correctional facility.

Adoption Date	-	11/11/87, 9/14/88, 10/9/96, 9/9/98
Legal Reference	-	Wis. Stats. Sections 118.125, 115.28(7), 118.127, 118.128, 767.245 (5), 146.81-146.84

DIRECTORY DATA

Directory data is information which may be released without prior written consent of a student's parents/guardians, unless notice of required consent is received from the parent/guardian. The School District of Whitefish Bay hereby gives notice of the categories of information which it has designated as "directory data":

The student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photographs, and the most recent previous educational agency or institution attended by the student.

Parents/guardians have until September 15, or two weeks from the date of the notice, whichever is later, to inform the School District in writing that any or all of the information designated as "directory data" should not be released without the parent's/guardian's prior consent.

Adoption Date - 10/9/96, 9/9/98

SUMMER SCHOOL DAILY ATTENDANCE

Students who are enrolled will be excused from summer school attendance when a request is made by the student's parent/guardian. The School will attempt to contact the parent/guardian on the student's second day of absence if the parent/guardian has not notified the school about the student's absence.

A parent/guardian may also request a student be dropped from summer school. No refund is issued when a student is dropped from a class.

Adoption Date	-	11/11/87, 10/9/96, 6/13/01
Legal Reference	-	Section 118.04(1) Wis. Stats.
Cross Reference	-	533.1, Summer School Teaching

LOCAL FIELD TRIPS AND EXTENDED EDUCATIONAL TRIPS

Local field trips and extended educational trips should be off-site extensions of educational and co-curricular programs and contribute to the total educational growth of the students.

FIELD TRIPS: Local field trips are usually of one day or less in length and to some site within the greater Milwaukee metro area.

1. Local field trips and arrangements for such trips shall be approved by the building principal.
2. Written permission is required for each student.
3. The principal may authorize transportation by parents/guardians and students if the conveyances used for such transportation are properly covered by a comprehensive general liability policy.
4. Adequate adult supervision must be provided at all times.
5. School rules apply on all such trips unless waived in advance by the principal.
6. Students may be required to pay a fee to defray the cost of local field trips.
7. Every effort shall be made to accommodate all children regardless of special needs.

EXTENDED EDUCATIONAL TRIPS: Extended educational trips usually involve one or more overnight stays, and are outside the greater Milwaukee metro area.

1. All extended educational trips shall require the approval of the building principal and the district administrator at least 60 days in advance of the trip. In addition, extended educational trips outside the state and nation shall require the approval of the School Board 60 days in advance. Extended trips must be approved before students or parents register or make deposits for the trip.
2. Requests for extended educational trips shall include:
 - clearly stated educational purposes for the trip
 - the means of fund raising, if any, for the trip
 - a rough itinerary including travel and destination safety descriptors
 - a schedule that minimizes absences from regular classes
 - adequate adult supervision
 - assurances that arrangements for parent permission, securing proper medical and emergency information, knowledge of special diet needs, if any, arrangements for handicap conditions, if any, etc., will be complete
3. Students on extended educational trips shall abide by school rules unless specifically waived by the building principal.

Adoption Date	-	5/13/87, 10/9/96, 8/5/98
Legal Reference	-	Sections 121.54(7), 121.555 Wis. Stats.
Cross Reference	-	751.3, Student Transportation in Automobiles

EXTENDED EDUCATIONAL TRIP CHAPERONE EXPECTATIONS

Given School Board approval, students are afforded the opportunity to engage in extended educational trips taking them outside of the greater Milwaukee metropolitan area overnight for one or more days. One of the conditions for granting approval of such trips is the assurance that participating students will be adequately supervised. Consequently, there is a requirement of having at least one adult chaperone in place for every eight student participants. In order to ensure student safety while on the trip, along with a positive learning experience, the following chaperone expectations must be met:

1. At least twenty-one years of age.
2. Concern-free background check.
3. Member of school district instructional staff with direct connection to the trip's curricular essence. Note: If the number of chaperones meeting this criterion is insufficient, then the lead trip organizers may recruit other instructional staff, parents, and/or other adults who they believe will well serve student safety and learning interests.
4. Participate in trip related preparation as requested by the lead trip organizers such as planning meetings.
5. Be fully aware of and enforce student behavioral expectations throughout the trip, emphasizing the importance of good behavior as representatives of Whitefish Bay schools.
6. Learn the names of the students for whom you are directly responsible, and account for them at all times while they are under your supervision.
7. Familiarize yourself with the learning goals associated with the trip, and reinforce these goals as opportunities for doing so occur.
8. Hold students accountable for their behavior in a reasonable and prudent fashion, consulting with lead trip organizers as needed to determine how best to proceed.
9. In accordance with School Board policy regarding a drug free workplace and prohibition of tobacco products, abstain from the use of alcoholic beverages and tobacco products throughout the trip.
10. Ensure students for whom you are responsible arrive on time to designated gathering spots for scheduled events such as meals and transportation to subsequent destinations.
11. Assist with other student supervision related duties as requested by the lead trip organizers such as curfew time room checks.
12. Report any difficulties you may experience while on the trip to the lead trip organizers and/or school principal, with the understanding that personal student information is to be held in confidence.

As a School District of Whitefish Bay extended educational trip chaperone, I understand the aforementioned expectations and will abide by them to the end of ensuring a safe learning experience for the students involved.

Chaperone name (please print legibly): _____

Chaperone signature: _____ Date: _____

Adoption Date -- 11/12/08

COMMUNITY RESOURCES

The School Board encourages the use of community resources, both human and material, to assist in supplementing the instructional program. Such resources, when employed, are subject to orderly approval procedures as established at the building level.

Adoption Date - 5/14/80, 5/13/87, 10/9/96

SELECTION OF INSTRUCTIONAL MATERIALS

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, reflect best practice and research information, and are aligned with the District's Board approved curriculum.

The responsibility for approval and allocation of instructional materials ultimately rests with the School Board. The administration shall be responsible for the establishment of guidelines for the selection, approval, maintenance, and removal of educational materials. The Board delegates responsibility for selection of instructional materials to the Director of Instruction, relevant curriculum committees and CEC.

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 non-consumable, print or non-print, and may vary in the kind of student response they generate.

Definitions of Instructional Materials

Core Instructional Materials

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.

Supplementary Instructional Materials

These materials may be a variety of print and non-print resources which are used to expand the opportunities for learning in a course. They may include such things as kits, games, computer software, videos, tapes, slides, equipment systems, items which are used for a limited instructional objective on a short-term basis, resource persons, field trips, special presentations, etc. Careful criteria shall be used in selection of supplementary instructional materials. These materials will be approved by an administrator.

Library/Media Materials

These are materials that are acquired by and circulated from the media center for student and teacher use. These materials include both print and non-print media including: books, pamphlets, periodicals, videos, audio tapes, computer software, transparency materials, electronic data, realia, 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. The ultimate selection of library/media materials is the choice of the consumer. 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.

The School Board acknowledges the right of District employees, students, or residents to express concern or objection regarding instructional materials under Policy 871.

Adoption Date	-	3/12/97; 5/12/04
Cross Reference	-	871, Complaints Regarding Textbooks, Media Resources & Instructional Materials 871-Rule, Reconsideration of Challenged Material Procedures 871 Exhibit, reconsideration of Materials Request

GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

General criteria for the selection or production of all instructional materials are as follows:

- Appropriateness for inclusion as part of a particular course or program based on the instructional goals, objectives, or guidelines for a course or program
- Favorable evaluation and recommendation by the professional staff
- Favorable reviews by reputable, professional selection aids or standard review sources such as book and media reviews
- Technical or physical quality of a high quality
- Cost commensurate with the value or level of need for the material
- Conformation to the provisions of current copyright law
- Level of interest to students
- Appropriateness to the level of the users knowledge and/or maturity
- Representation of artistic, historic, and literary qualities
- Accuracy
- Representation of balance and integrity in the presentation of differing points of view
- Timeliness

The administration shall develop procedures for selection of:

- (A) Core Instructional Materials
- (B) Supplementary Instructional Materials
- (C) Library/Media Materials

Adoption Date - 3/12/97; 3/10/04

INTER-LIBRARY LOAN/RESOURCE SHARING

All Whitefish Bay Public Schools will participate in resource sharing through intra school district library loan. The purpose of resource sharing is to obtain library media material not available in one's local library media center. Holdings may be accessed via the online library catalog.

Any type of material may be requested on loan from the school district library media centers. The lending school library has the privilege of deciding in each case whether a particular item is available for loan.

School library media centers normally will not loan these items:

- Library resources in current and recurring demand.
- Reference materials, equipment, and audio-visual materials.
- Materials on reserve for individual or group use.

Borrowers:

- Borrowing school library media centers will make every effort to exhaust their own resources before requesting from another library.
- The media specialist will consider the appropriateness of the request to the level of the user's knowledge and/or maturity. All requests for inter-library loan will be made by the school library media specialist on behalf of the patron.
- All materials borrowed from school district library media centers must be returned by the specified due date. The borrower will be responsible for replacement costs if loss or damage occurs.

Lending library

- The decision to loan material is at the discretion of the lending library media center. Each library media center will be as generous as possible with due consideration to the interests of its primary clientele.
- Lending libraries will process requests promptly.
- The lending library will operate in compliance with all copyright law.

Adoption Date	-	11/8/06
Legal Reference	-	Section 43.72, 120.12(1) Wis. Stats.; PI 8.01(2) Wis. Admin. Code
Cross Reference	-	361, Selection of Instructional Materials 361-Rule, Guidelines for the Selection of Instructional Materials

STUDENT APPROPRIATE USE POLICY FOR TECHNOLOGY

The Board supports the use of District technology resources to assist in achieving academic success. Technology resources include hardware, software, data, networks and the Internet. Telecommunication, networked information resources like the Internet, and other new technologies are expanding the ways that we access, communicate, and transfer information. These advancements will alter the way that teachers instruct and students learn. Electronic information research skills are critical to functioning as an educated individual in an information/communication society. The District supports access to the world's information resources, and intends to provide students with appropriate instruction to allow development of skills necessary to access, analyze, and evaluate electronic and other information. The goal of the District is to provide the learning community with the information management tools and skills to fully integrate technology into the learning experience.

Limitations

Technology resources provided by the School District are for educational purposes only. Acceptable uses are those which support the District mission.

The District emphasizes to all users that access to the technology system is a privilege not a right; and the user will be held responsible for his/her actions on the technology system. Inappropriate use of electronic information resources can be a violation of local, state, and federal laws and lead to prosecution under those laws.

Students failing to abide by the Appropriate Use Policy may lose network/computer privileges and experience consequences that may arise from violations of normal school rules, up to and including expulsion.

Property of the District, No Expectation of Privacy

All aspects of the technology system are the District's property. Use of the District's technology system is not guaranteed to be private. The District has access to the entire technology system and maintains the right to access or monitor, consistent with the law, all documents, messages or information created on, with or transmitted over the system, including e-mail and Internet usage, without notice to the users.

The District, consistent with the current law, can review all such documents, messages, or information. All users should expect routine maintenance and monitoring of the District's technology system may lead to the discovery of a violation of this policy or the law.

Responsibilities and No Liability of the District

The District technology system shall be used in a responsible, efficient, ethical, and legal manner, and all users shall abide by the District's policies and procedures.

The District uses a filtering system to limit student access to material that maybe harmful to students, obscene or disruptive to the educational or work environment, and to a lesser degree, high risk activities. The District reserves the right to block sites that do not enhance educational activities or development. No technology measure can block 100% of inappropriate content so the District emphasizes the importance of staff supervision in monitoring student use of technology.

Because access to the Internet provides connections to other computer networks located all over the world, users should understand that the District does not control the content of information available on such networks. The District is not responsible for the accuracy, quality, or appropriateness of the information obtained through the Internet and makes no warranties of any kind, either expressed or

implied, that the information or services provided by or through the Internet will be error-free.

Anyone using the District's technology system should take note that the District will not be responsible for any mistakes or negligence, liability, copyright infringements or other costs incurred by the person using the District technology system, or the accuracy or quality of information received over the Internet. Copyright infringement includes the duplication of software, a violation of the law and School Board policy.

Use and guidelines of the District Technology System

1. All use of District technology resources, including access to the Internet, must be in support of the educational objectives of the District. All Board policies must be followed when using any technology resource.
2. Use of District technology to access and/or distribute any material that violates U.S. or Wisconsin law, or School Board policy is prohibited.
3. Use of technology to access/use copyrighted materials, pornography, materials harmful to minors, obscene materials and/or similar materials is prohibited.
4. Students may not use the District's technology system in an offensive, harassing, illegal, or defamatory manner. Hate mail, harassment, discriminatory remarks, cyber bullying, and other antisocial behaviors are unacceptable in Internet and other network communications. The District prohibits the use of the system to send or receive offensive or improper messages such as derogatory messages about other students or staff members. In addition, the District prohibits the use of the technology system in any way that could be construed as harassment or disparagement of others.
5. Use of proxy sites to bypass District web filters is prohibited.
6. All information accessible through the Internet should be assumed to be private property and subject to copyright protection. Internet sources should be credited appropriately, as with the use of any copyrighted material.
7. Students have a responsibility to respect the privacy and property of other users. Students should not intentionally seek information about, obtain copies of, or modify, files, data or passwords of other users. Students will not allow other students to access computers or network resources using their login credentials.
8. For their own safety, students should not reveal personal information, such as addresses, phone numbers, or photographs.
9. Employing the Internet for commercial purposes is prohibited. Students may not use the system to solicit for commercial activities, religious, or political causes, outside organizations or other non-school related matters without prior authorization from the building principal.
10. Students should not expect that files stored on district servers will be private. School and network administrators may review files and communications to maintain system integrity and to ensure that the network is being used responsibly.
11. Technology resources must be handled with care. Physical damage or network interruptions resulting from the introduction of viruses or deleting of files are prohibited.
12. No eating or drinking near computers.

13. Students are directed to keep passwords for their own private use and should log-off the network when leaving desktop stations.
14. Certain Web 2.0 services, such as Moodle, wikis, podcasts, websites, RSS feeds and blogs that emphasize online educational collaboration and sharing among users, may be permitted by the District. However, such use must be approved by the Director of Technology or designee, followed by training authorized by the District. Users must comply with these guidelines as well as any other relevant policies and rules during such use. Students may not engage in cyber-bullying activities.
15. Students may not load, save, download, or otherwise install software on technology without approval from the District technology department.
16. Students who create web pages, blogs, profiles or other online postings that result in the student's online posting being accessed and viewed in the school environment may be disciplined if there is a disruption at the school as a result of the online posting. Parents of the students will be contacted by the school's administration and be included in any discipline.

Consequences

Failure to follow the Acceptable Use Guidelines may result in disciplinary actions including loss of technology privileges, suspensions, expulsions or, when applicable, law enforcement involvement.

Parental Opt-Out Provision

The District will provide students access to technology resources, including the standard student access to the Internet, unless the parent/guardian notifies the appropriate building principal in writing that the District should prevent standard access to technology resources for his/her student(s). School officials will send home a written notification of network and computer use guidelines at the beginning of each school year with all other enrollment and registration materials. The notification letter shall state that parents wishing to prohibit standard student Internet use must notify the building principal by the Tuesday of the second week of school. Only those students whose parents file this form, or who make direct contact with the principal, shall be denied standard student Internet access.

Investigations

The District will cooperate fully with local, state and federal officials in any investigation concerning or relating to any illegal activities conducted through the District's system. In the event that there is an allegation that a student has violated the District's policy, an investigation will ensue with the possible end result being that technology privileges may be withdrawn from students who do not respect the rights of others and who do not abide by established District policy or other discipline up to and including possible expulsion. Specific disciplinary actions will be tailored to meet the specific concerns related to the violation, as well as local, state and federal law.

Adoption Date: 9/15/10

LEGAL REF.: Wisconsin Statutes Sections:

118.001 (Duties and powers of school boards)

120.12 (School board duties)

120.13 (School board powers)

943.70 (Computer crimes)

947.0125 (Unlawful use of computerized communication systems)

Federal Copyright Law, 17 U.S.C. 101, et. seq.

Children's Internet Protection Act, 20 U.S.C. 6301, et. seq.

PARENT PERMISSION FORM
WORLD WIDE WEB
PUBLICATION OF STUDENT WORK

Name of Student _____
School _____
Name of Parent _____

We understand that our daughter's/son's project is under consideration for publication on the World Wide Web, a part of the Internet. We understand that the original work of our son/daughter will be published. District policy prohibits publication of any identifying information including first or last names, address, phone number, etc., unless we give explicit written permission. We further understand that the work will appear with a copyright notice prohibiting the copying of such work without expressed written permission. In the event anyone requests such permission, those requests will be forwarded to us as parents.

We grant permission for the World Wide Web publishing as described above for one year. We understand that we may request that a copy of all such publishing be printed out and sent home for us to see.

Parent Signature _____ Date _____

Parent Signature _____ Date _____

We ask that:

_____ No identifying information be attached to the project.

_____ First name only be attached to the project.

I, the student, also give my permission for such publishing.

Student Signature _____
Date _____

GUIDANCE PROGRAM

A continuous program of guidance services shall be maintained in grades kindergarten through twelve (K-12). The program shall be designed to:

1. Help each student develop an understanding of his/her particular strengths and weaknesses and enable him/her to develop into a responsible citizen.
2. Help each student relate his/her interests, aptitudes, and abilities to a meaningful program of studies and extracurricular activities.
3. Assist the student in vocational and educational planning.
4. Assist each student with personal concerns.

The guidance program shall be evaluated periodically.

The School District does not discriminate against pupils in the school-sponsored programs under 42 USC ss. 1751 et. seq. on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap.

Adoption Date	-	3/9/88, 6/2/93, 10/9/96, 11/9/05
Legal Reference	-	Sections 118.13, 121.02(1)(e), PI 8.01(2)(e), PI 9.03(1) Wis. Admin. Code
Cross Reference	-	411-Rule, Student Discrimination Complaint Procedures

CO-CURRICULAR AND INTERSCHOLASTIC PROGRAMS

Student activities at school are a vital part of the total educational program and should be used as a means for developing positive attitudes, knowledge, skills, citizenship, and human relations.

Co-curricular and interscholastic student activities should be developed and carried out with the participation of students, staff, and interested members of the community.

The program of co-curricular and interscholastic activities should:

1. Encourage the participation of all students in a non-discriminatory and inclusive manner.
2. Permit the formation of student clubs or organizations to promote specialized athletic, social service, and social activities.
3. Require that funds derived from such activities be used to benefit the student body.
4. Require that the fiscal management of student activity funds be the responsibility of the students, with assistance from the school administration.
5. Require the approval of the building principal, administration, and, in some cases, the School Board.

The school district shall not discriminate in admission to any activity or program, use of facilities, or in standards for behavior on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or handicapping condition.

Adoption Date	-	5/13/87, 3/9/88, 6/2/93, 10/9/96, 11/9/05
Legal Reference	-	Sections 118.13, 120.13 (1) Wis. Stats.; PI 9.03(1) Wis. Admin. Code
Cross Reference	-	411-Rule, Student Discrimination Complaint Procedures 662.1-Rule, Guidelines for the Administration of Student Activity Funds (Agency Fund)