

NORTH CAPE SCHOOL DISTRICT

CHARACTER EDUCATION (Core Values)

One of the educational goals of the District is to assure that all students will have developed, upon leaving school, a keen sense of personal and civic responsibility. In an effort to achieve that goal, all staff and School Board members are expected to exemplify, and to incorporate in the instructional program, positive character traits commonly recognized as being a part of our heritage and as being necessary for the full development of our students and our community.

The North Cape School District believes the following traits should be displayed through example and formal instruction:

- Honesty – telling the truth to one's self and to others.
- Respect – responding sensitively to the ideas and needs of others without dismissing or degrading them. This also includes honoring authority.
- Responsibility – fulfill willingly the tasks he/she has accepted or has been assigned; knowledge of consequences and accepting both the positive and negative ones.
- Compassion – kindness, caring, and reaching out to one another, seeking reconciliation and understanding of each other; forgiving.
- Self-Discipline – an internal control that allows one to accomplish a goal; personal control necessary to accomplish tasks and regulate thoughts and actions.
- Perseverance – being diligent, with the inner strength and determination to pursue well-defined goals. Dedication to achieve completion and goal satisfaction.
- Giving – giving to others, sharing talents through service; not waiting to be asked but looking for opportunities to respond positively to the needs of others without the expectation of reward.
- Loyalty – maintaining commitment to relationships, concepts and accepted beliefs.
- Patriotism – the love of country through understanding and action on its ideals.
- Patience – acceptance of things that cannot be changed, the ability to wait.
- Hope – a sense that a positive outcome is possible; a realistic optimism.
- Work Ethic – pride in accomplishment, respect for the work of others.
- Tolerance – respect for others' views, an understanding and willingness to listen, the Golden Rule.

LEGAL REF.: Wisconsin Statutes
Section 118.01(2) [instructional program goals requirements, including those related to lifelong learning and citizenship]

CROSS REF.: Policy 110, School District Mission
Policy 443, Student Conduct

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NORTH CAPE SCHOOL DISTRICT

ANNUAL SCHOOL CALENDAR AND SCHOOL HOURS

Each year, the District Administrator, along with the professional staff, shall prepare a proposed annual school calendar for presentation to the School Board for approval.

In addition to identifying at least the days on which students will be expected to attend school and any days that are planned for parent conferences, inservice days and school vacation breaks, the calendar proposal shall (1) expressly identify the hours of a normal school day for the applicable school term; (2) include a calculation of the planned hours of student instruction, and (3) identify the extent to which such planned hours of student instruction meet or exceed the minimum requirements established by applicable laws and regulations. The hours of a normal school day and the calculation of the planned hours of student instruction shall be broken down by grade to the extent there is variation across the District.

A proposed school calendar may also identify (1) special observance days, (2) testing days, (3) the planned dates for evening, weekend, or other special school activities (such as open house events, 8th grade graduation ceremonies, etc.); and (4) such other elements as the District Administrator deems appropriate.

After the annual school calendar is approved by the Board and publicized, the school administration and the Board will be reluctant to substantially modify the calendar, but the District cannot guarantee that no changes will be made.

- Legal References:
- Wisconsin Statutes
 - Section 115.001 [definitions; including "school year," "school term," etc.]
 - Section 115.01 [classifications; including the definition of "school day"]
 - Section 118.045 [commencement of school term; September 1st start date]
 - Section 120.12(15) [board duty to establish the hours of a normal school day]
 - Section 120.12(27) [school closings and re-openings]
 - Section 121.02(1)(f) [school district standards; required hours of direct student instruction]
 - Wisconsin Administrative Code
 - PI 8.01(2)(f) [school district standards; required hours of direct student instruction]
 - PI 8.01(4) [waivers from school hours]
 - PI 27 [commencement of school term]

- CROSS REF.:
- Policy 323, Ceremonies and Observances
 - Policy 723.3, Emergency School Closings
 - District Employee Handbook

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NORTH CAPE SCHOOL DISTRICT

CEREMONIES AND OBSERVANCES

The North Cape School Board recognizes the diversity of backgrounds of individual students attending North Cape School. It is the Board's policy to respect the values and ideals of all persons.

Traditional patriotic and other observances of our country shall be a part of the instructional program. North Cape School is authorized to conduct ceremonies and observances to recognize special events, historical heritage and traditional holidays provided they are in keeping with the District's goals and curricular objectives. If these observances conflict with a student's background or values, the student will not be required to engage in that phase of the curriculum or observance. Teachers will offer alternative activities to the students. The student or the student's parent(s)/guardian may make a request for an alternative activity.

The Board is committed to an integrated, multicultural curriculum. Holidays associated with religion sometimes have cultural significance. The cultural expressions about holidays associated with religion may be taught in the classroom as part of an integrated, multicultural curriculum.

The classroom teacher shall determine whether and how to help students learn about holidays associated with religion, following District policies and curricular objectives. The curriculum and related activities shall be inclusive for all students and conform to the Board's policy on teaching about controversial issues.

Any school activity that relates to holidays associated with religion shall have a secular educational purpose, shall not advance or inhibit religion, shall avoid excessive entanglement with religion, and shall not violate the Wisconsin Constitution's prohibition of religious or sectarian instruction.

Flag Display and Pledge of Allegiance

In accordance with state law, the school shall display the flag of the United States in each classroom or from a flagpole on the school grounds during the school hours of each school day. In addition, each classroom shall offer the pledge of allegiance at the beginning of each school day. No student shall be compelled, against his/her objections or those of his/her parent(s)/guardian, to recite the pledge.

- LEGAL REF.: Wisconsin Statutes
Section 118.02 [special observance days]
Section 118.025 [arbor day observance]
Section 118.06 [flag, pledge of allegiance and national anthem]
Section 118.13 [student nondiscrimination]
Wisconsin Administrative Code
PI 41 [accommodating student religious beliefs]
U.S. Constitution, First Amendment [freedom of religion and expression]

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CROSS REF.: Policy 321, Annual School Calendar and School Hours
Policy 333, Parent Rights and District Programs/Activities
Policy 381, Teaching About Controversial Issues
Policy 411, Equal Educational Opportunities

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NORTH CAPE SCHOOL DISTRICT

CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

To the extent consistent with the remainder of this policy, the Board delegates responsibility for the development, evaluation and improvement of the curriculum to the District's professional staff, under the leadership and direction of the District Administrator.

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

1. Communication and coordination among grade level and subject area teachers should be emphasized on a K-8 basis whenever curriculum is developed or evaluated. The Board encourages the use of intra-disciplinary and inter-disciplinary work teams.
2. The Board encourages practices that seek to engage the broader community in the evaluation of curriculum and instruction and in generating ideas for improvement.
3. The Board's belief is that all instructional personnel have a professional obligation to participate in and contribute to the curriculum development and evaluation processes.
4. Curriculum development and evaluation should be guided and supported by appropriate internal and external research.
5. The Board expects that the District's professional educators will seek and utilize resources and expertise from outside the District as they strive to develop and improve the effectiveness of the District's curriculum.

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

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

1. These guides shall provide the instructional framework for each broad area of study, and for specific courses.
2. Each guide shall specify the sequential learning objectives for the subject area and the core course content; identify the instructional resources that are available for each course/grade; identify appropriate means of student assessment; and include a program evaluation method.

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3. The guides shall be aligned with applicable standards and goals. Explicit connections should be made between the standards and goals that are being addressed by particular curricular objectives and content.
4. The guides shall also be aligned with the District's locally-established learning goals and objectives. Explicit connections should be made between the local goals and objectives that are being addressed by the specific learning objectives and content of a given course of study.
5. The curriculum guides shall address and facilitate instructional differentiation within the applicable course of study.
6. Objectives and activities related to the use of technology and computer literacy shall be integrated into the curriculum guides for all grade levels.

The Board shall make decisions to add or remove District programs and areas of study. However, subject to the limitations and expectations defined in this policy, the District Administrator shall have authority to approve and implement revisions to the various curriculum guides created for various subject areas.

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

LEGAL REF.: Wisconsin Statutes
Section 118.01 [state educational goals and expectations]
Section 118.015 [development of a comprehensive reading curriculum]
Section 118.019 [human growth and development instruction]
Section 118.30(1g)(a)1 [board adoption of academic standards]
Section 120.12(14) [school board duty to determine school course of study]
Section 120.13 [school board broad power to do all things reasonable for cause of education]

Section 121.02 [school district standards; generally]
Section 121.02(1)(k) [school district standards; curriculum plans]
Section 121.02(1)(L) [school district standards; required instruction]
PI 8, Wisconsin Administrative Code [school district standards; curriculum plans and requirements]

CROSS REF.: Policy 110, School District Mission
Policy 311, Academic Freedom
Policy 312, Character Education/Core Values
Policy 333, Parent Rights in District Programs/Activities
Policy 342.1, Programs for Students with Disabilities
Policy 342.3, Gifted and Talented Program
Policy 342.7, Services for English Language Learners

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Policy 342.8, Section 504 Plans and Services for Students with Disabilities
Policy 346, Student Assessments
Policy 361.1, Selection and Reconsideration of Textbooks and Other Classroom
Instructional Materials
Policy 361.2, Selection and Reconsideration of Library Media Center Materials
Policy 363.2, Internet Safety and Acceptable Use of Technology
Policy 363.3, Assistive Technology for Students with Special Needs

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NORTH CAPE SCHOOL DISTRICT

PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES

Parents/guardians may request a change in or exemption to their child's participation in certain District educational programs or activities in accordance with state and federal laws. These laws also grant parents/guardians the right to inspect certain materials that are part of the District's curriculum or other activities.

1. The parent/guardian of a student may, upon request, opt their child out of participation in:
 - a. Instruction in human growth and development;
 - b. Instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body);
 - c. Any state-mandated achievement examinations in grades 4 or 8, and in any other grades authorized by the School Board and allowed by the Wisconsin Department of Public Instruction.

2. The District shall provide to the parent/guardian of each affected student advance notice of the District's intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and the parent/guardian shall have, at a minimum, the right to opt their child out of participation in each such activity:
 - a. Any activity involving the collection, disclosure or use of personal information collected from students for the purpose of marketing, or otherwise providing that information to others for that purpose. "Personal information" includes individually identifiable information such as a student's or parent's first and last name, address, telephone number or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.
 - b. Any non-emergency, invasive physical examination or screening that is: (1) required as a condition of attendance, (2) administered by the school and scheduled by the school in advance, and (3) not necessary to protect the immediate health and safety of the student, or of other students; except that this paragraph shall not be interpreted to apply to any examination or screening that is required or expressly authorized by state law. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection in the body, but does not include a hearing, vision or scoliosis screening.
 - c. Any survey administered or distributed to students that contains or reveals information concerning any of the following:

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- Political affiliations or beliefs of the student or the student's parent/guardian;
- Mental and psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
- Religious practices, affiliations or beliefs of the student or student's parent/guardian; or
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If the District intends to require students to participate in any survey, analysis or evaluation that would reveal information concerning any of the eight protected-information categories above, and if the activity in question is funded in whole or in part by any program of the U.S. Department of Education, then the District shall first obtain the affirmative, written consent of a parent/guardian for the student's participation,

Parents/guardians shall make any of the above requests regarding inspection of materials or student participation in certain activities, in writing, to the District Administrator or designee. Other parent/guardian requests dealing with student participation in other curricular, instructional or programmatic activities that are not expressly identified in this policy may be made in the same manner. All requests will be judged individually based upon state and federal guidelines. The District Administrator or designee shall respond to such requests in a timely manner. If a parent/guardian is not satisfied with the District Administrator's or designee's decision, he/she may have the request reviewed by the School Board.

Accommodations made under this policy shall be provided to students without prejudicial effect.

The District shall inform parents/guardians of this policy by posting it on the school's website.

LEGAL REF.:	Wisconsin Statutes	
	Section 118.01(2)(d)2.c	[student exemption from certain health education activities]
	Section 118.019	[human growth and development instruction]
	Section 118.30(2)(b)3	[parental right to excuse child from taking state-mandated assessments in grades 4 and 8]
	Federal Laws	
	Protection of Pupil Rights Provision of General Education Provisions Act	[student privacy policies required and other privacy and parent's rights mandates]
	Safe and Drug-Free Schools and Communities Act	[parental right to excuse child from certain funded activities].

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34 C.F.R. Sections 98.3 and 98.4 [U.S. Department of Education Regulations; last issued/revised under prior versions of the PPRA]

CROSS REF.: Policy 323, Ceremonies and Observances
Policy 346, Student Assessments
Policy 347-Rule, Procedures for the Maintenance and Confidentiality of Student
Records
Policy 381, Teaching About Controversial Issues
Policy 411, Equal Educational Opportunities

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Policy 341.1

NORTH CAPE SCHOOL DISTRICT

READING INSTRUCTION

Reading is the foundation of the North Cape School's educational programs. The reading program's general goal is to provide the framework for meeting the individual needs and learning styles of District students while striving to develop independent readers.

The District's reading program encompasses the four communicative language arts skills: reading, speaking, listening and writing. It strives to instill a life-long interest in reading for personal enjoyment, self-improvement, the expansion of experiences, and an appreciation of good literature. It is the desire of the School Board, administration and instructional staff to help students develop an interest in reading as a life-long enjoyment.

Reading is taught in a heterogeneous formal class situation and reinforced in other subject areas within the school curriculum. Within this heterogeneous class, flexible grouping allows for various interest and ability levels to be addressed.

Instruction, based on development of the strategic reader, provides continuing growth in phonological awareness, phonics, concepts of print, sight vocabulary, word analysis, vocabulary, comprehension, and study skills.

The District Administrator, working in conjunction with the District's Reading Specialist and appropriate professional staff, shall propose reading goals for grades kindergarten to 8 for Board approval. The District's reading goals shall be grounded in state and local standards for reading skills development and achievement and be reflected in the structure of the District's reading and language arts curriculum. Following approval by the Board, the District's reading goals shall be a part of the District's annual evaluation of the reading curriculum and the District's regular assessment of reading-related needs across all instructional levels.

The Board recognizes that state law expressly requires the District to provide a program of remedial reading services or interventions under specified circumstances for students in kindergarten to grade 4. Accordingly, the District's efforts at assessing each student's skill levels and needs should begin with the District's initial contacts with the student, including, for example, in early childhood programs and any pre-kindergarten screening activities, and through the state-mandated assessment of reading readiness beginning in 4-year-old kindergarten. When appropriate, students should also be referred for an evaluation under the special education laws to determine if a disability may be affecting the student's learning.

LEGAL REF.:	Wisconsin Statutes	
	Section 118.015	[reading instruction, including development of reading program goals, assessment of reading needs based on goals, and annual evaluation of reading curriculum]
	Section 118.016	[reading readiness assessments]
	Section 118.30	[state-required student assessments]
	Section 121.02(1)(c)	[school district standards; remedial reading and interventions]
	Section 121.02(1)(r)	[school district standard; 3rd grade reading tests]

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Wisconsin Administrative Code
PI 8.01 (2)(c) [school district standards; remedial reading and interventions]

CROSS REF.: Policy 330, Curriculum Development and Improvement
Policy 342.1, Programs for Students with Disabilities
Policy 345.1, Student Grading
Policy 345.4, Student Promotion and Retention
Policy 346, Student Assessments
Policy 365, Response to Intervention

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Policy 341.4

NORTH CAPE SCHOOL DISTRICT

PHYSICAL EDUCATION

The North Cape School District shall provide physical education instruction to all grade levels. District physical education programs shall meet at least the minimum requirements of state law.

In order to provide a diverse range of experiences, which amplify a wide range of individual differences, the District shall utilize the “whole physical education” approach to providing physical education instruction to students. The District shall strive to meet the following goals for “whole physical education”:

1. To develop and maintain a high level of physical fitness by: (a) developing cardiovascular strength and endurance, (b) developing muscular strength and endurance, (c) developing agility, and (d) developing flexibility.
2. To develop a wide variety of psycho-motor skills by: (a) developing gross motor skills, (b) developing fine motor skills, (c) teaching appropriate developmental motor patterns, (d) teaching sports skills of our culture and other cultures, and (e) teaching sports and other activities for lifetime use.
3. To develop a knowledge and understanding of physical education by: (a) teaching the basic principles of physiology of exercise, (b) teaching the application of scientific principles of one's own movement, (c) teaching the understanding and application of the health-related components of physical education, and (d) teaching the cognitive components of sports, games, and dance.
4. To develop positive attitudes and behaviors by: (a) teaching good sportsmanship, (b) teaching cooperation and teamwork, (c) teaching the appreciation for regular physical activity, (d) teaching emotional control, (e) teaching leadership and followers' skills, (f) teaching recognition and acceptance of one's own strengths and limitations as well as those of others, and (g) developing a positive self-concept.
5. To develop the knowledge and understanding of “whole physical education” by: (a) teaching the relationships of athletic activities and other subject areas, and (b) teaching the relationship of sports and other subject areas.

LEGAL REF.: Wisconsin Statutes
Section 118.13 [student nondiscrimination]
Section 121.02(1)(j) [school district standards; ensure instruction in physical education is provided by qualified teachers]
Wisconsin Administrative Code
PI 8.01(2)(j)(2) [school district standards; minimum physical education instruction requirements]

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CROSS REF.: Policy 370, Extracurricular Activities (including Interscholastic Athletics)
Policy 411, Equal Educational Opportunities
Policy 458, School Wellness

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Policy 342.1

NORTH CAPE SCHOOL DISTRICT

PROGRAMS FOR STUDENTS WITH DISABILITIES

The School Board recognizes its responsibility to provide a free appropriate public education for all students in the District. The District shall provide appropriate educational programs and services for students with disabilities in cooperation with the Waterford Special Education Cooperative.

Specific educational programs and services for students with disabilities shall be determined by the student's individualized education program (IEP) team and be based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law and the District, with or without accommodations, or in alternate assessments as outlined in the student's IEP.

A Special Education Handbook shall be established for use in the District that outlines specific policies and procedures relating to students with disabilities, including due process safeguards for parental rights and appeal. The handbook shall meet legal requirements and shall be adopted by the Board. Any proposed amendments to the District's special education policies and procedures shall also be presented to the Board for approval.

The District Administrator or designee shall complete all special education report forms, audit materials and District plans as may be required by any state or federal agency.

LEGAL REF.: Wisconsin Statutes
Chapter 115, Subchapter V [educational programs and services for children with disabilities]
Section 118.13 [student nondiscrimination]
Section 118.30(2)(b)1 [state student assessments; children with disabilities]
Section 121.54(3) [student transportation; children with disabilities]
Wisconsin Administrative Code
PI 11 [educational programs and services for children with disabilities]
Individuals with Disabilities Education Act [programs and services for students with disabilities]
Section 504 of the Rehabilitation Act of 1973 [disability discrimination; reasonable accommodations]
Americans with Disabilities Act [disability discrimination; reasonable accommodations]

CROSS REF.: Policy 342.8, Section 504 Plans and Services for Students with Disabilities
Policy 345.4, Student Promotion and Retention
Policy 346, Student Assessment Program
347-Rule, Procedures for the Maintenance and Confidentiality of Student Records
Policy 363.3, Technology Concerns for Students with Special Needs
Policy 411, Equal Educational Opportunities
Policy 447.1, Staff Use of Physical Force/Restraint and Seclusion
Policy 751, Student Transportation Services
Special Education Handbook

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NORTH CAPE SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

The District Administrator shall have primary responsibility for overseeing the day-to-day implementation and the ongoing development, evaluation, and revision of the District's plan for gifted and talented education for students in all grades. If the District Administrator determines that a proposed change to the District's plan fundamentally alters the nature of the District's program for gifted and talented education, the District Administrator shall present the proposed change to the School Board for approval prior to implementation. Further, if any such change to the plan necessitates an amendment to an approved District budget (or to the Board's proposed budget if the budget for the school year in question has not yet been formally adopted), then the District Administrator shall obtain advance Board approval of the change to the plan, and the related budget amendment(s).

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

1. The plan and program shall provide for the identification and, as needed, further assessment or evaluation of students who may require educational programming, services, or activities based on identified exceptionalities in specific academic areas or in the other categories/capabilities that are addressed in the plan.
2. The identification and referral process within the plan and program shall allow for and encourage identification and referral based on multiple measures and multiple sources of information.
3. The plan and program shall provide an opportunity for parental participation in the identification and referral process, and in determining any individualized programming for the student.
4. The District's plan and program for gifted and talented education shall be designed and implemented in a manner that is consistent with the District's nondiscrimination obligations and policies. No student shall be denied the opportunity to access or participate in gifted and talented education in a manner that would constitute unlawful discrimination or that would otherwise violate any applicable law or Board policy.
5. The plan and program shall recognize that giftedness can emerge or be first identified at different ages; and, therefore, the plan or program shall not preclude initial identification based solely on a student's age or grade.

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

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

LEGAL REF.: Wisconsin Statutes
Section 115.997(5)(b) [educational program placement of children affected by military transfer, including placement in gifted and talented programs]
Section 118.13 [student nondiscrimination]
Section 118.15(1)(d) [program and curriculum modifications]
Section 118.35 [programs for gifted and talented students]
Section 121.02(1)(t) [school district standard; gifted and talented education]
Wisconsin Administrative Code
PI 8.01(2)(t) [regulations for school district standards; gifted and talented education]

CROSS REF.: Policy 330, Curriculum Development and Improvement
Policy 345.4, Student Promotion and Retention
Policy 346, Student Assessments
Policy 411, Equal Educational Opportunities
District's Gifted and Talented Program Plan

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Policy 342.7

NORTH CAPE SCHOOL DISTRICT

SERVICES FOR ENGLISH LANGUAGE LEARNERS

The School Board recognizes that within the District there may be students whose primary language is not English. The Board shall provide appropriate educational and support services for these students to help them acquire English language skills that will enable them to function successfully in an all English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English language learners (ELL) in accordance with legal requirements and established District procedures. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually based on student need.

Decisions regarding the administration of state-required tests to ELL students shall be made on a case-by-case basis. Any ELL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional and promotion decisions. Test results may not be used as the sole criterion in determining grade promotion or eligibility for courses or programs. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

Parents/guardians of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent/guardian understands them.

Students shall be exited from ELL programs or services when they have met the District guidelines and state criteria for English proficiency. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for ELL students. Former ELL students shall be monitored for two years after exiting the program. If during that time, it is determined that the student was exited from the ELL program prematurely, he/she shall be placed back in the program.

LEGAL REF.:	Wisconsin Statutes	
	Section 115.96	[determining count of limited-English proficient students; establishing bilingual-bicultural programs]
	Section 118.13	[student nondiscrimination]
	Section 118.30(2)(b)2	[state assessments; accommodations for limited-English proficient students]
	Section 121.02(1)(r)	[school district standard; standardized 3 rd grade reading test]
	Section 121.02(1)(s)	[school district standard; state assessments]
	Wisconsin Administrative Code	

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- PI 8.01 (2)(r) [school district standard; standardized 3rd grade reading test provisions]
PI 13 [limited English proficient student; school board requirements, including adoption of board policy]
Elementary and Secondary Education Act [Part A - Subpart 1] [academic standards, assessments and accountability for student achievement, including limited-English proficient students]
34 C.F.R. §200.6(b) [federal regulations regarding mandated testing and assessment of ELLs]

CROSS REF.: 342.7-Rule, Procedures for Testing and Assisting English Language Learners
Policy 345.4, Student Promotion and Retention
Policy 346, Student Assessments
Policy 363.3, Assistive Technology for Students with Special Needs
Policy 411, Equal Educational Opportunities

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NORTH CAPE SCHOOL DISTRICT

PROCEDURES FOR TESTING AND ASSISTING ENGLISH LANGUAGE LEARNERS

A. Identification of English Language Learners

1. All new students enrolling in the District will be asked to complete a home language survey. The survey will be used to identify the following students for further evaluation and possible eligibility for District services for English language learners (ELLs):
 - a. Students who communicate in a language other than English; or
 - b. Students whose families use a primary language other than English in the home;
or
 - c. Students who use a language other than English in daily non-school surroundings.
2. After any initial identification as provided above, or after some other initial referral indicating that language may be a barrier to the student's learning, the District will review the student's available academic history, consider any input provided by the parent/guardian, and any input based on the student's performance in school.
3. Students will receive a formal screening for potential placement via testing if: (a) the review of the student's academic history indicates a possible language barrier, (b) a lack of sufficient information on which to judge academic performance and/or the extent to which limited English proficiency may be a barrier to learning, or (c) the student is newly arrived in the United States.
4. Parents/guardians will be notified of identification, assessed proficiency, placement and other information as required by law. Parents/guardians may also withdraw their child from offered supports and services at any time.

B. Assessing English Proficiency

1. On or before March 1 each year, District staff shall conduct a count of all English language learners (ELL) enrolled in North Cape School, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. ELL students shall be assessed to determine their English language proficiency using the Department of Public Instruction (DPI)-approved English proficiency assessment instrument – ACCESS for ELLs®. The assessment shall be administered by a licensed staff member designated by the District Administrator who has sufficient training and knowledge to assist with the process. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.

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3. ELL students assessed shall be classified and reclassified as appropriate, according to their English proficiency level as outlined in state rules (Level 1 – Beginning Preproduction through Level 6 – Formerly Limited-English Proficient Now Fully-English Proficient).
4. Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures. Reports regarding ELL students shall be made to the DPI as legally required.

C. Assessing Academic Performance

Decisions regarding academic performance and assessment shall be made on an individual basis for each ELL student, and information on both academic and English proficiency data shall be documented and considered. Decisions regarding the appropriate approach to assessment, including the planned approach for the student's state-mandated academic assessments, shall normally be made by the classroom teacher and District Administrator and communicated to the student's parent(s)/guardian.

D. ELL Students and State Academic Assessments

1. The results of both state-required tests and alternative assessments shall be used in a manner that is consistent with District policies in making instructional and promotion decisions. Test results may not be used as the sole criterion in determining grade promotion or eligibility for courses or programs. Similarly, exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.
2. The District shall administer a state-required test to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Such determinations are to be made on an individualized, case-by-case basis. If an ELL student is exempted from taking a state-required test, he/she shall be administered a DPI-approved alternative assessment.
 - a. Before making decisions regarding state-required academic assessments for any ELL student, the District will first determine if the student has recently arrived in the United States. "Recently arrived" refers to a student that has attended a U.S. school for less than 12 months.
 - (1) A recently arrived ELL student may be exempted from one required administration of the state's reading assessment.
 - (2) Recently arrived students must participate in all other content areas (with or without accommodations).

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- (3) If the District does not assess a recently arrived ELL student on the state's reading/language arts assessment, the District must count the year in which the assessment would have been administered as the first of the three years in which the student may take the state's reading/language arts assessment in an alternative format (see paragraph b in this section, immediately below).
- b. Except as specified below in b(1) and b(2), students at English proficiency Level 1 or Level 2 as defined by the state English proficiency level standards shall participate in an alternative assessment even if they participate in a state-required test.
 - (1) Students at English proficiency levels 1 or 2 who have attended school in the first grade or any higher grade in the United States, not including Puerto Rico, for three or more full consecutive school years shall participate in academic assessment of reading or English language arts using tests written in English.
 - (2) The District may continue, for no more than two additional consecutive school years, to assess a student described in (1), immediately above, with an alternate assessment, rather than the state-required tests, if the District determines that the student has not reached a level of English language proficiency sufficient for the tests written in English to yield valid and reliable information about what the student knows and can do. This determination shall be made on a case-by-case basis.
 - c. Students at English proficiency levels 3 through 5 as defined by the state English proficiency level standards shall participate in a state-required test but may also participate in an alternative assessment, based upon the District's assessment of the student's overall academic performance and its determination as to whether the alternative assessment and the results obtained from the assessment are likely to be beneficial to the student.
 - d. If an ELL student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made shall maintain the validity of the test. Testing accommodations may include, but are not limited to, one or more of the following:
 - (1) providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency;
 - (2) providing small group or individual testing opportunities;
 - (3) providing more practice tests or examples before the actual test is administered;
 - (4) allowing ELL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test;

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- (5) allowing ELL students as much time as necessary to complete the test; and
 - (6) any other accommodation approved by the DPI.
3. School personnel shall make reasonable efforts to consult with a student's parent/guardian regarding the planned approach to the student's state-required academic assessments.
 4. Student test/alternative assessment results shall be communicated to the student's parent/guardian and to the DPI as required by law.

E. Educational Program Assistance

An ELL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support or other program services and their duration shall be determined individually, based on student need.

F. Students Exiting the ELL Program Based on Proficiency

1. Except in unusual circumstances where the District determines that observations and academic performance demonstrate that a student should maintain his/her Limited English Proficient status, an ELL student will be exited from the ELL program or services when the student either:
 - a. In grades K-8, achieves a 6.0 composite score on the ACCESS for ELLs®;
 - b. In grades 4-8 only, achieves a composite (overall) score of 5.0 or above plus a minimum literacy sub-score of 5.0 or above on the ACCESS for ELLs®; or
 - c. Achieves some other testing/achievement benchmark that meets an established state standard for automatically reclassifying and exiting the student.
2. An ELL student may also be eligible for exiting from the ELL program or services if all of the following conditions are met:
 - a. The student has completed fourth grade.
 - b. The student has attained an English level proficiency of level 5, including a composite (overall) score of 5.0 on the ACCESS for ELLs®.
 - b. Two or more additional pieces of evidence demonstrate that the student has become fully English language proficient. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or English learner accommodations on standardized measures such as: state academic content assessments; District-level standardized assessments (e.g., Measures of Academic Progress - MAP), classroom grade-level curriculum derived assessments, and writing samples and assessments such as final or unit exams.

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- d. The student's parent(s)/guardian and teachers agree that language is no longer a barrier to the students' ability to access academic content.
3. Once students have been exited from the ELL program, they shall no longer be tested on their English proficiency or receive state testing accommodations for ELL students. However, the District will continue to monitor the exiting student for two additional years through teacher observation and by documenting adequate progress/classroom performance. If it is determined that the student was exited from the ELL program prematurely, he/she will be placed back in the ELL program and provided appropriate services.

G. Notices and Other Communications with Parents/Guardians

District personnel are expected to make reasonable efforts to present formal notices and other information to parents/guardians in an understandable format and in a language parents/guardians can understand. Notices and communications may be provided in the parent's/guardian's primary language (preferred when practical, and required by law in some instances), in English with additional explanation, or via other means that sufficiently convey the required information (e.g., using direct translation assistance if available and if necessary).

APPROVED: October 31, 2016

REVISED:

NORTH CAPE SCHOOL DISTRICT

**HOME LANGUAGE SURVEY
[To be completed by Student's Parent or Guardian]**

To make sure that all students receive the educational services that they need, the law requires us to ask questions about students' language backgrounds. The answers to these questions will (1) assist the North Cape School District in determining whether a student's proficiency in English may need to be evaluated, and (2) assist the District in communicating with the home. Thank you for your assistance. Your answers to this survey are used for school purposes only.

DIRECTIONS: (1) Please fill out a separate Home Language Survey for each child; (2) respond to each question; (3) sign the form; and (4) return the completed form to the school office.

Student's Name: _____ Parent/Guardian Name(s): (Please Print) _____
Student's Date of Birth: _____ _____

1. What is the primary language spoken in the student's home, regardless of the language(s) spoken by the student?
 English Other Language (Please specify) _____
2. What language did your child first learn?
 English Other Language (Please specify) _____
3. What is the primary language that you use when speaking to your child?
 English Other Language (Please specify) _____
4. What is the language most often spoken by your child when not at school?
 English Other Language (Please specify) _____
5. Is there an adult in your home who can read and understand English? Yes No
If not, what language(s) can be read and understood? _____
6. When different options are available, in what language would you prefer to receive information from your child's school?
 English Other Language (Please specify) _____

Parent or Guardian Signature Date

If you have questions about this survey, please contact _____.

NORTH CAPE SCHOOL DISTRICT

SECTION 504 PLANS AND SERVICES FOR STUDENTS WITH DISABILITIES

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability). In connection with these obligations, the District shall take reasonable steps intended to protect a student with a disability from being harassed or retaliated against on the basis of the student's disability.

To meet its obligations under Section 504, the District shall do all of the following:

1. Engage in appropriate notification and "child-find" activities that are designed to identify and locate children residing in the District who may have a disability and who may be in need of special education and related services.
2. Make and accept referrals for evaluations as required by law. Referrals shall be processed by the Section 504 designee(s).
3. Conduct evaluations and make eligibility and placement determinations in a manner that reflects the standards and requirements established under both Section 504 and the Individuals with Disabilities Education Act (IDEA), such as the following: (a) parent consent is required for initial evaluations; and (b) all eligibility and placement determinations must be made on an individualized basis with a focus on the student's identified educational needs.
4. Employ appropriate procedural safeguards, including providing parents/guardians with required notices and appropriate opportunities to review their child's records.
5. Develop, implement, and appropriately review a written Section 504 plan for each qualifying student with a disability. (NOTE: An individualized education program (IEP) generally serves as the 504 plan for students who are also IDEA-eligible provided that the IEP is sufficient to meet the District's Section 504 obligations to the student.)
6. Reevaluate students before any significant change in placement and in order to periodically redetermine eligibility.
7. Adhere to appropriate procedures and standards in connection with the suspension and/or potential expulsion of any student with a disability.

The District Administrator may assign a designee as the Section 504 Coordinator. In that role, the District Administrator or the designee shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. He/she shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

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The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the District Administrator shall make efforts to address a parent's/guardian's complaints or other concerns by appropriate means that may include scheduling additional meetings of relevant members of the applicable 504 team or attempting to mediate a resolution. Any informal resolution of a complaint or concern that requires a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District Administrator or his/her authorized designee.

A parent/guardian who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. The complaining party shall have the right to participate in such a hearing, to present evidence, and to be represented by a person of their choice, including an attorney. A request for an impartial hearing must be made in writing and mailed or delivered to the District Administrator or his/her authorized designee. Upon receipt of a request for a hearing, the necessary arrangements will be made by the District, including the selection of a hearing officer. Any party aggrieved by the decision of the hearing officer may seek judicial review of the decision to the extent permitted by applicable law.

LEGAL REF.: Wisconsin Statutes
Section 118.13 [student discrimination prohibited]
Wisconsin Administrative Code
PI 9 [student nondiscrimination]
Section 504 of the Rehabilitation Act of 1973 [disability discrimination;
reasonable accommodations]
Individuals with Disabilities Education Act [programs and services for students
with disabilities]
Title II of the Americans with Disabilities Act [disability discrimination; reasonable
accommodations]

CROSS REF.: Policy 342.1, Programs for Students with Disabilities
Policy 346, Student Assessments
Policy 347, Student Records
Policy 363.3, Assistive Technology for Students with Special Needs
Policy 411, Equal Educational Opportunities
Policy 411.1, Student Harassment and Bullying
Policy 447.3, Student Suspensions and Expulsions

POLICY REVISION AND NEW APPROVAL: October 31, 2016

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Policy 343.2

NORTH CAPE SCHOOL DISTRICT

CLASS SIZE

North Cape School District prides itself on small class sizes. Every attempt shall be made to limit individual class size to under 25 students for grades kindergarten through grade 5.

LEGAL REF.: Wisconsin Statutes
Section 120.13(1) [school board power to do all things reasonable for the cause
of education]

CROSS REF.: Policy 110, School District Mission
District Employee Handbook

POLICY REVISION AND NEW APPROVAL: January 16, 2017

REVISED:

Policy 343.4

NORTH CAPE SCHOOL DISTRICT

COURSE OPTIONS

Resident Students Attending Individual Courses in Other Educational Institutions

The North Cape School District does not award credit in a course toward high school graduation. Accordingly, the District will deny course applications submitted by resident students under the "Course Options" program on the basis that the course does not satisfy a high school graduation requirement in the District. The District will notify any resident applicants of such a denial in writing.

Nonresident Students Attending Individual Courses in the District

Nonresident public school students residing within the State of Wisconsin may apply to take a course(s) in the District under the "Course Options" program in accordance with state law and established procedures. Students may attend no more than two total courses in the District and/or in other educational institutions under the "Course Options" program at any one time. The District will deny any application that is not submitted in the manner and within the time limits established under state law and applicable District procedures.

The District Administrator or his/her designee shall be responsible for reviewing all course applications received from nonresident students under this policy and for accepting or denying them in accordance with the same criteria that is used for making course-related eligibility decisions for students who are District residents (e.g., space availability in the course, meeting course prerequisites, academic requirements, conduct-related requirements, etc.). Preference shall, however, be given for attendance in a course to any otherwise-eligible student whose primary school enrollment and attendance is in the North Cape School and to residents of the District who are otherwise entitled to apply to take the course under state law or under any Board policy. If the District receives more nonresident student applications to attend a course than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established procedures.

The District shall provide equal opportunities for students with disabilities to attend courses in the District under the "Course Options" program. However, if a question arises as to possible course accommodations or modifications for a student with a disability, or as to the District's ability to implement the student's individualized education program (IEP), the District shall contact the student's parent/guardian and involve representatives of the school(s) responsible for the student's current IEP to the extent necessary and appropriate.

Following the District's initial acceptance of any course application(s) under this policy, the parent/guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under this policy.

Transportation to and from any course(s) in the District under this policy shall be the sole responsibility of the nonresident student's parent/guardian, unless state or federal law otherwise requires the student's resident school district to provide transportation.

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Nonresident students attending courses in the District will have all of the rights and privileges of similarly-situated resident students and will be subject to the same policies and rules as similarly-situated resident students, except that the District shall not charge to or receive from the student any payment other than the payment that the student's resident school district makes to the District pursuant to state law.

LEGAL REF.: Wisconsin Statutes
Section 115.385(4) [required parent notification of educational options,
including course options]
Section 118.13 [student nondiscrimination]
Section 118.52 [public school student course options]
Section 118.53 [home-schooled students taking courses in the public
schools]
Section 118.57 [required public notification of educational options,
including course options]

CROSS REF.: Policy 342.1, Programs for Students with Disabilities
Policy 411, Equal Educational Opportunities
Policy 424, Participation of Non-Public School Students in District Courses,
Programs and Activities

APPROVED: October 16, 2016

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CROSS REF.: Policy 345.3, Homework
Policy 345.4, Student Promotion and Retention
Policy 346, Student Assessments
Policy 365, Response to Intervention
Policy 411, Equal Educational Opportunities
411-Rule, Student Discrimination Complaint Procedures
Policy 431, Student Attendance and Truancy

POLICY REVISION AND NEW APPROVAL: January 16, 2017

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Policy 345.3

NORTH CAPE SCHOOL DISTRICT

HOMEWORK

Generally, students have time to complete assigned work during the school day. If not, this work will need to be completed at home. Regularly, students will be given an assignment(s) to be done at home. All homework, unless so stated by the teacher, is understood to be due by class time the next school day. Work not completed by the start of class or the due date will be considered late and graded accordingly.

CROSS REF.: Policy 345.1, Student Grading
Policy 431, Student Attendance and Truancy

POLICY REVISION AND NEW APPROVAL: January 16, 2017

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Policy 345.4

NORTH CAPE SCHOOL DISTRICT

STUDENT PROMOTION AND RETENTION

This policy addresses end-of-year, grade-to-grade promotion and retention decisions. It does not address grade-level acceleration decisions or any decision to adjust the initial grade-level placement of a newly-enrolled student within the first school year that the student is attending school in the District.

The following are the School Board's general expectations and parameters for end-of-year, grade-to-grade promotion and retention decisions:

1. An important goal of the District's academic programs, student services, and related student support mechanisms is that they are intended to work together to provide students with the knowledge, skills, and individualized interventions that they need to make progress in the curriculum such that retaining a student in the same grade from year-to-year should be an exceptional occurrence.
2. Before making the decision to retain a student, District staff shall utilize a team-based approach to identify and evaluate relevant information about (a) the student and his/her academic achievement to date; (b) interventions that have been implemented to date; and (c) possible alternatives to retention.
3. While the District retains ultimate discretion to make student promotion and retention decisions, school staff are expected to make reasonable efforts to involve the student's parent(s)/guardian(s) in the decision-making process in advance of making any final decision. To the extent appropriate for the age of the student, school staff may also work with the student's parent/guardian to help the student identify, articulate, and explore his/her own feelings about the possibility of retention.
4. When a student has been enrolled in the District for less than the entire school term prior to an applicable promotion decision for the next school term, the District Administrator or authorized designee(s) shall use their discretion to identify and apply relevant academic criteria that are reasonably available for the student in question, and use decision-making procedures and timelines for promotion and retention decisions that are practical in light of the student's actual date of enrollment.
5. The District shall not use retention as a punishment for misconduct, or as a substitute in lieu of services, programs, or accommodations which the student is entitled to receive or participate in under any applicable law.
6. In regard to any student who has been referred for a special education evaluation or who is receiving special education and/or related services under an individualized education program (IEP), nothing in this policy shall be interpreted to detract from the authority of the student's IEP team or to interfere with the student's or parent's rights under relevant law, including but not limited to the right to file special education complaints or due process challenges.

7. If the student's parent(s)/guardian(s) disagree with a District decision regarding promotion or retention, the parent(s)/guardian(s) may submit a request to the District Administrator within 30 days of the decision asking that he/she reconsider the decision. Except as otherwise required by law, the decision of the District Administrator following such a request shall be final.

Kindergarten, 4th Grade and 8th Grade Promotion Criteria

As required by state law, the District has established the following specific criteria for promoting a student from 5-year-old kindergarten to the first grade, promoting a student from the 4th grade to the 5th grade, and promoting a student from the 8th grade to the 9th grade. A decision that a student is eligible for promotion under the minimum academic criteria specified below does not preclude the District and the student's parent(s)/guardian from reaching a mutually-acceptable decision to voluntarily retain the student.

- **Kindergarten Promotion Criteria.** A student who has satisfied the 5-year-old kindergarten completion requirement while enrolled in the District shall not be involuntarily retained in 5-year-old kindergarten if, during 5-year-old kindergarten, the student has:
 - a. taken the state-mandated assessment of reading readiness and literacy fundamentals; and
 - b. completed any follow-up or alternate assessment of literacy fundamentals that the District has offered to the student.

If the parent/guardian of a student who is age-eligible for 1st grade seeks to enroll the student in 1st grade, but the student has not completed 5-year-old kindergarten or has not met the promotion criteria specified above, the District will determine the student's enrollment status under the separate criteria that exist for granting an exception to the kindergarten completion requirement [See 421-Rule].

- **4th and 8th Grade Promotion Criteria.** The North Cape School District uses the following criteria when making decisions regarding the promotion of students from 4th to 5th grade and from 8th to 9th grade:
 1. Academic Performance: A student must receive a passing grade (D-) in five of five core area subjects to be promoted at the 4th and 8th grade levels. The core area subjects are math, science, social studies, reading and language arts. In conjunction with meeting the academic performance criteria, students must also meet the requirements outlined below for the state-mandated 4th or 8th grade examination.
 2. Performance on the State-Mandated 4th or 8th Grade Examination, unless the student has been excused from taking the examination: In addition to meeting the academic performance criteria, students are also required to perform at the basic proficiency level or above on the language arts, social studies, science, and writing subtests of the state-mandated 4th or 8th grade examination. The two content areas that are at proficient performance or higher must include reading and math. If a student is excused from taking the state-mandated 4th or 8th grade examination, the decision to advance the student will be based on academic performance as outlined in (1) above, teacher recommendations and other academic criteria as outlined in (2) and (3) below.

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3. Teacher Recommendations: If a student is not promoted based on achieving the established criteria for both academic performance and performance on the state-mandated 4th or 8th grade examination, a student may be promoted based on a recommendation from a teacher review committee. At the minimum, the teachers will notify the District Administrator and include him/her in the review regarding promotion. This committee can consider some or all of the following:
 - a. Written recommendations regarding the student's readiness to be advanced to the next grade from teachers having responsibility for core area subjects.
 - b. A portfolio of student-generated materials assembled by the parent/guardian illustrating achievement of grade level academic objectives.
 - c. Other academic criteria as outlined in item (4) below, if appropriate.
4. Other Academic Criteria: Other academic criteria the teacher review committee may consider includes the student's grades in non-core subjects, daily assignments, and cognitive ability. Students with disabilities (special education students) that do not meet the academic performance and performance on the state-mandated examination criteria outlined in this policy may be promoted if the student's individualized education program (IEP) team determines the student has achieved the goals as outlined in his/her current IEP.

Similar to promotion decisions at other grade levels, student progress shall be carefully monitored prior to applying these criteria for determining promotion of students at the 4th and 8th grade levels. The possibility of retention should be referenced at the end of the first, second and third quarters in both 4th and 8th grade if the student is not meeting the academic performance criteria at that time. The decision to not advance a student at the 4th and 8th grade levels will be made by the final week of the school year after all grades are finalized. The promotion or retention decision rendered based on the application of this policy may be appealed by the student's parent(s)/guardian(s) to the District Administrator as outlined above. The District shall develop a student educational plan for any student that is retained for an additional year based on not achieving the criteria outlined in this policy. This plan is to be in place by the second week of school in the school year following the retention.

LEGAL REF.: Wisconsin Statutes
Section 118.24(2)(a) [district administrator authority to manage the promotion of students]
Section 118.33(6)(a) [policy requirement for 4th and 8th grade promotion criteria]
Section 118.33(6)(cm) [policy requirement for kindergarten to 1st grade promotion criteria]

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CROSS REF.: Policy 342.1, Programs for Students with Disabilities
Policy 342.3, Gifted and Talented Program
Policy 342.7, Services for English Language Learners
Policy 342.8, Section 504 Plans and Services for Students with Disabilities
Policy 345.1, Student Grading
Policy 346, Student Assessments
420-Rule(1), Procedures for Placing Transfer Students
421-Rule, Early Admission Guidelines for 5-Year-Old Kindergarten and First Grade

APPROVED: October 31, 2016

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NORTH CAPE SCHOOL DISTRICT

STUDENT ASSESSMENTS

Balanced, ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation and application of assessment data are necessary to determine student learning and progress over a period of time, to allow for accountability in teaching and learning, and to facilitate appropriate program review.

In addition to standardized achievement tests, District assessment plans and procedures may involve the use of a variety of formal and informal assessment techniques. These may include approaches such as teacher-designed assessments, direct observations of student performance, instruments supplied by book companies, diagnostic assessments, tests of learning aptitude, career awareness and career aptitude/attitude assessments, portfolios, and any assessments required by state and federal laws.

The District expects all assessments to arise from clearly articulated instructional goals and achievement expectations and to be clearly aligned with the state academic standards; to serve an instructionally-relevant purpose; to utilize a reasonable and appropriate methodology; and, to reasonably control for sources of bias and distortion that can lead to inaccurate assessment. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be available to staff and the School Board. Appropriate summary assessment reports, as well as information about the assessments administered to students, will also be provided annually to parents/guardians and the public as required by law. Summary data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans when needed. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policy and procedures.

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

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LEGAL REF.: Section 115.415 [educator effectiveness evaluation requirements; include use of student assessment results]
Section 115.77(1m)(bg) [assessments; students with disabilities]
Section 115.38(1) [use of school and district performance and accountability reports]
Section 115.385(4) [required distribution of school and school district performance report to parents/guardians]
Section 118.016 [reading readiness assessments]
Section 118.13 [student nondiscrimination]
Section 118.30 [state-required student assessments]
Section 118.301 [alternative student assessments]
Section 118.33(6) [use of state student assessment scores in promotion decisions]
Section 121.02(1)(r) [school district standard; 3rd grade reading tests]
Section 121.02(1)(s) [school district standard; state-required examinations]
Wisconsin Administrative Code
PI 8.01(2)(r) [3rd grade reading tests]
PI 8.01(2)(s) [achievement tests]
PI 9.03(1) [student nondiscrimination in testing/evaluation policies]
PI 13 [assessments; limited English proficient students]
Elementary and Secondary Education Act [Part A - Subpart 1]

CROSS REF.: 110, School District Mission
Policy 330, Curriculum Development and Improvement
Policy 342.1, Programs for Students with Disabilities
Policy 342.7, Services for English Language Learners
Policy 342.8, Section 504 Plans and Services for Students with Disabilities
342.7-Rule, Procedures for Testing and Assisting English Language Learners
Policy 345.4, Student Promotion and Retention
347-Rule, Procedures for the Maintenance and Confidentiality of Student Records
411-Rule, Student Discrimination Complaint Procedures
Special Education Handbook

POLICY REVISION AND NEW APPROVAL: October 31, 2016

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NORTH CAPE SCHOOL DISTRICT

STUDENT RECORDS

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District.

The School Board recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the student's parent/guardian, except in situations where legal requirements specify release of records without such prior approval.

The District Administrator shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District procedures.

Student record notices shall be published annually in accordance with state and federal law.

LEGAL REF.:	Wisconsin Statutes	
	Section 19.65	[rules of conduct; employee training; and security regarding personally-identifiable information]
	Section 48.396	[law enforcement officer records]
	Section 115.812(2)	[reporting information regarding specified students with disabilities to appropriate county departments]
	Section 118.125	[state student records law; policies required]
	Section 118.126	[privileged communications related to student alcohol and drug use]
	Section 118.127	[law enforcement agency record information]
	Section 118.51(8)	[full-time open enrollment; disciplinary records]
	Section 118.52(10)	[course options; disciplinary records]
	Section 146.82	[confidentiality of patient health care records]
	Section 146.83	[access to patient health care records]
	Section 252.15	[access to HIV test results]
	Section 767.41(7)	[custody and physical placement; parent access to records]
	Section 938.396	[access to records; law enforcement and court records]
	Section 950.08(2w)	[information provided by district attorney to schools in criminal cases]
	Family Educational Rights and Privacy Act	[federal student records law]
	34 C.F.R. part 99	[U.S. Department of Education FERPA Regulations]
	34 C.F.R. part 300	[U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]

CROSS REF.:	347-Rule, Procedures for the Maintenance and Confidentiality of Student Records
	347-Exhibit, Student Records Notice
	Policy 342.8, Section 504 Plans and Services for Students with Disabilities
	Policy 345.1, Grading Systems

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Policy 346, Student Assessments
Policy 364, Guidance and Counseling Program
453.1-Rule(1), Emergency Care Procedures
453.4-Rule, Medication Administration Procedures
Policy 456, Student Assistance Program
Policy 491, Children of Divorced/Separated Parents and Parents Not Sharing the
Same Household
Policy 823, Access to Public Records
Special Education Handbook

POLICY REVISION AND NEW APPROVAL: October 31, 2016

REVISED:

NORTH CAPE SCHOOL DISTRICT

PROCEDURES FOR THE MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

- A. **CONTENT OF RECORDS** - Student records include all records relating to an individual student other than (1) notes or records maintained for personal use by teachers or other certified personnel which are not available to others, (2) records necessary for and available only to persons involved in the psychological treatment of a student, and (3) records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
1. **Progress records** maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extracurricular activities and the student's attendance record.
 2. **Behavioral records** maintained by the school include psychological tests, personality evaluations, records of conversations, written statements 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/her immunization records, law enforcement agency records and any other student records which are not progress records.
 - a. Under the laws and rules relating to special education, the student behavioral records include referral information (including notices and forms); signed parental consent or refusal for evaluations; individualized education program (IEP) evaluations; individual reports and IEP team findings and reports; IEPs; placement decisions and signed parental consent or refusal; medical evaluations and prescriptions required to substantiate health treatment services; medical evaluations used to substantiate a disability; and physician's statement required for provision of special education and/or homebound instructional services.
 - c. **"Law enforcement agency records"** include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.

- c. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
 - d. **"Physical health records"** include basic health information about a student, including the student's immunization records, the student's 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, 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 of Public Instruction.
 - e. **"Patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student "physical health records" definition above. Any record that is required to be treated as a patient health care record is subject to different disclosure and confidentiality requirements than other behavioral records.
3. **Directory data** as designated by the District includes: a student's name; month and day of birth; grade level in school; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance (not including daily attendance records); recorded images of the student that are not being maintained by the District for a separate purpose as a behavioral record; awards, honors and recognitions received by the student; and, the name of school most recently attended by the student.
 4. **Parent** means biological parent, an adoptive parent, legal guardian, guardian ad litem, or a parent as defined under special education laws in the state statutes.
- B. CONFIDENTIALITY** - All student records are confidential, with the following exceptions and subject to any other disclosures of student records that may be mandated by state or federal law:
1. **Release of Student Records to Students and Parents**
 - a. A student and the parent of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
 - b. To the extent authorized by state and federal law, the parent of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records (e.g., special education designee for behavioral records of students with disabilities). If any student record includes information on more than one student, the parents of those children shall have the

right to inspect and review only the information relating to their child or to be informed of that specific information. A parent shall, upon request, be provided with a copy of the behavioral records.

- c. To the extent authorized by state and federal law, a parent shall have access to a student's school records regardless of whether the parent has legal custody of the child, unless the parent has been denied periods of physical placement with the child as ordered by the court.
- d. The District Administrator or his/her qualified designee shall make certain that the parent is properly identified before granted access to any of the student's records.
- e. The District will respond to parental requests for records without unnecessary delay and in no case more than 45 days after the request is made.

2. Access to Student Records (Other than Patient Health Care Records) by School Officials

- a. School officials shall have access to a student's records only if they have a legitimate educational interest, including safety interest, in the record. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a law enforcement officer(s) who is individually designated by the School Board and assigned to the District, a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, hearing officer, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
- b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
- c. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.

- d. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program (IEP) teams under special education laws.

3. **Release of Student Progress and Behavioral Records (Other Than Patient Health Care Records) to Others**

- a. Student records shall be disclosed at the request or order of a court. The District will make a reasonable effort to notify a parent of a court order for disclosure of student records prior to complying with the order except when (1) a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of such a proceeding; (2) the court order itself prohibits such notice; (3) or any applicable law prohibits disclosure of the order to the parent.
- b. If school attendance is a condition of a student's court dispositional order under state law, the District shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student.
- c. A law enforcement agency shall be provided a copy of a student's attendance record 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 information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent shall be notified of that disclosure as soon as practicable after the disclosure.
- d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson; (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation; and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- e. 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. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: (1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and (2) the parties to whom the District disclosed the information.

- f. For any purpose concerning the juvenile justice system and the system's ability to effectively serve a student, prior to adjudication:
 - (1) The District shall disclose pertinent student records to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.
 - (2) The District may disclose student records to a city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.
- g. The District, when reporting a crime that may have been committed by a student with a disability, is required to ensure that copies of the student's special education and disciplinary records are provided to the law enforcement authorities to whom the District has reported the crime. However, such disclosures must be pursuant to an applicable provision for disclosure under state and federal student records law. In general, the District will consider the following: (1) whether disclosure of the records is appropriate due to the existence of a health and safety emergency; and (2) if no imminent emergency exists, whether parent consent has been obtained for the disclosure or whether some other basis exists under the state and federal student records laws.
- h. The District shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health Services, the Department of Children and Families, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under Chapter 980 of the state statutes (related to commitment of sexually violent persons), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation.
- i. Upon the written permission of the parent of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the parent of a minor student in the written request.

- j. 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 purposes of impeachment of any witness who has testified in the action. The District will make a reasonable effort to notify a parent of the subpoena prior to complying with the subpoena except when (1) a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the subpoena is issued in the context of such a proceeding; (2) the subpoena itself prohibits such notice; (3) or any applicable law prohibits disclosure of the subpoena to the parent.
- k. Under conditions where the disclosure is permitted under both state and federal law, the District shall provide to the DPI, or another authorized federal, state, or local agency, or such an agency's authorized representative, any student record information that relates to an audit, evaluation, or any compliance or enforcement activity, that is associated with a federal or state-supported education program. In the case of disclosures to DPI, the District shall provide student records needed by the department to determine compliance with requirements under Chapters 115 to 121 of the state statutes. Student records may also be provided to the DPI for other purposes consistent with both state and federal law.
- l. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements. Summary student immunization data shall be reported. Individual student information for those students out of compliance with school immunization laws shall not be reported to the local health department or to the District Attorney without specific written parental consent for the reporting.
- m. The District shall provide student records necessary for purposes of open enrollment in another public school district to the extent required by law. These records may include copies of any individualized education program (IEP) that has been developed for a student with a disability and the following student discipline-related records:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - (3) The length of the term of the expulsion or the possible outcomes of the pending proceedings.

4. **Release of Patient Health Care Records**

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a District employee or agent if any of 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.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome – AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

5. Release of Directory Data

Except as otherwise provided, directory data may be disclosed to any person after the school has: (a) notified the parent of a minor student of the categories of information which it has designated as directory data with respect to each student, (b) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (c) has allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the District to designate as directory data about that student. The District will not release directory data earlier than 14 days after the initial written notice to the student's parent(s), or after the District has been restricted from doing so by a student's parent.

If the District has followed the notification procedure outlined above, and the parent does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22, or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the school district for the purpose of enforcing that student's attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

When reviewing student directory data requests, as well as when implementing other provisions of these procedures, consideration shall be given to applicable provisions of the public records law and the District's policy and procedures dealing with public records.

6. Transfer of Records

The District shall transfer to another school (including private schools and out-of-state schools) or school district all student records relating to a specific student (including disciplinary and other behavioral records; and not including records treated as patient health care records or certain treatment records for which informed consent for disclosure has not been obtained) if it has received written notice:

- a. from the parent of a minor student that the student intends to enroll in the other school or school district;
- b. from the other school or school district that the student has enrolled; or
- c. from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.

The District forwards student records as requested so long as the disclosure is for purposes related to the student's enrollment or transfer. Student records shall be transferred within five working days of receiving the request.

Students transferring to the Waterford Union High School shall have their student records transferred upon 8th grade graduation.

C. MAINTENANCE, DISCLOSURE AND DESTRUCTION OF STUDENT RECORDS

1. Student records will be maintained in the school of attendance. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.
2. Except as otherwise provided, all requests for inspection or for transfer to another school or school district should be directed to the District Administrator who will determine whether inspection or transfer is permitted under state and federal law and these procedures. The District Administrator or his/her qualified designee shall be present to interpret behavioral records when such a request has been made by the student's parent.
3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - the parent;
 - a school official;
 - a party with written consent from the parent;
 - a party seeking directory data; or
 - a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.
4. When the student ceases to be enrolled in the District, his/her records shall be maintained as follows:
 - a. Behavioral records will be maintained for no longer than one year after the student graduated from or last attended school in the District unless the student or his/her parent gives permission that the records may be maintained for a longer period of time.
 - b. Student progress records shall be maintained for a minimum of 5 years after the student graduates or ceases to be enrolled in the District.
5. The Director of the Waterford Special Education Cooperative shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents shall be informed of information that is no longer needed to provide educational services to the student with a disability and of their right to obtain a copy of such information before it is destroyed.

D. AMENDMENT OF STUDENT RECORDS

1. A parent who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the District Administrator. Within a reasonable time after receiving the request, the District Administrator shall decide whether to amend the records in accordance with the request and inform the parent of the decision.
2. If the District Administrator refuses to amend the records, he/she shall inform the parent of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District Administrator or designee. The parent shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.
 - a. The hearing shall be conducted by the Board President or designee, who must be someone who does not have a direct interest in the outcome of the hearing. He/she shall designate two other Board members to serve with him/her on the hearing panel.
 - b. The parent shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
 - c. The decision of the hearing panel shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.
 - d. The hearing shall be held and the parent(s) informed of the hearing panel's decision in writing within a reasonable period of time after the hearing.
 - e. If the hearing panel decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.
 - f. If the hearing panel decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the hearing panel.

E. COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

Parents may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

F. ANNUAL NOTICE

Parents shall be notified annually of the following: (1) their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's rights of privacy; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; and (4) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

The notice shall be distributed to parents at the beginning of each school year. When a student transfers into the District after the above notice has been given, the student and his/her parent(s) shall receive a copy of the notice at the time and place of enrollment.

G. OTHER NOTICES

In a manner consistent with the requirements of applicable law, the District shall provide parents with notice of the District's student directory data designations and their right to opt-out of the release of such information

H. FEES FOR COPIES OF STUDENT RECORDS

The North Cape School District will not deny students or parents any rights to copies of student records because of published fees. However, the District does reserve the right to charge for copies when a number of requests for the same records have been received, when these records are forwarded to physicians and/or helping agencies. The first copy of a record is free to parents or eligible students. Additional copies may be obtained from the District Administrator or designee at a cost consistent with the fee schedule included in the District's general procedures for handling public record requests (823-Rule). Fees may be waived in part or entirely by the record custodian.

REVISION AND NEW APPROVAL: October 31, 2016

REVISED:

NORTH CAPE SCHOOL DISTRICT

ANNUAL STUDENT RECORDS NOTICE

The North Cape School District maintains student records for each student attending school in the District. These records include: (1) **student progress records** – courses taken, grades, immunization records, extracurricular activities and attendance; and, (2) **student behavioral records** – psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization records, law enforcement agency records obtained by the District and any other student records which are not progress records.

State and federal laws require that the maintenance of student records assure confidentiality. The District has also adopted a student records policy and procedures (Policy 347 and 347-Rule). This notice is subject to state and federal laws and the District's policy and procedures. Accordingly, the following shall apply in the District:

1. A student's parent(s)/guardian(s) has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established District procedures. The District will respond to such requests without unnecessary delay and in no case more than 45 days after the request is made. Copies of the District's student records procedures are available upon request at the School District Office, 11926 W. Highway K, Franksville, WI 53126. Regular office hours are: 8:30 a.m. – 3:30 p.m.
2. A student's parent(s)/guardian has the right to request the amendment of the student's school records if he/she believes the records are inaccurate, misleading or otherwise in violation of the student's privacy rights. Complaints regarding the content of student records may be made in accordance with established District procedures. Copies of the District's procedures are available upon request as outlined above.
3. A student's parent(s)/guardian(s) has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A "school official" is a person employed by the District who is required by the Department of Public Instruction to hold a license; a law enforcement officer(s) who is individually designated by the School Board and assigned to the District; a person employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, hearing officer, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

347-Exhibit
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The District also, upon request, forwards a student's records to another school without consent in accordance with state law for purposes related to the student's enrollment or transfer. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. A student's parent(s)/guardian(s) has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

The School Board has designated the following student record information as directory data: student's name; month and day of birth; grade level in school; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance (not including daily attendance records); recorded images of the student that are not being maintained by the District for a separate purpose as a behavioral record; awards, honors and recognitions received by the student; and, the name of school most recently attended by the student. The District may disclose this information as directory data unless a parent/guardian has informed the District in writing that all or any part of this record information may not be released without appropriate prior consent. After the District issues this annual notice near the beginning of each school year, and after issuing similar notice upon a student's initial enrollment and registration in the District or re-enrollment following a gap in enrollment, the parent/guardian will have 14 days from the date the notice is issued to inform the school that all or any part of the student's directory data may not be released without prior consent. During such 14-day periods, the District will avoid the release of the student's directory data. In addition, using procedures established by the administration, a parent/guardian may make, modify, or withdraw any previous opt-out decision regarding directory data at any time.

APPROVED: October 31, 2016

Policy 352

NORTH CAPE SCHOOL DISTRICT

FIELD TRIPS

Field trips are considered an extension of the classroom and conducted for the purpose of expanding the curriculum through practical, applied learning experiences.

Field trips shall have the approval of the District Administrator prior to the trip. Written permission of the student's parent/guardian must be obtained before a student will be allowed to participate in the field trip.

If transportation is required for a field trip, the field trip request shall designate the mode of transportation desired. The mode of transportation shall be approved by and/or arranged by the District Administrator.

All field trips must provide adequate supervision. All field trip chaperones must be 21 years of age or older and agree to comply with the District's established guidelines and responsibilities for chaperones.

Students will be expected to abide by the behavior rules and standards established by the School Board, the District Administrator, and teaching staff when participating in field trips.

LEGAL REF.: Wisconsin Statutes
Section 120.13(1) [school board power to do all things reasonable for the cause of education]

CROSS REF.: 352-Rule, General Field Trip Guidelines
Policy 353.1, School Volunteers/Chaperones
353.1-Rule(2), Field Trip Chaperone Guidelines and Responsibilities
Policy 443, Student Conduct and Discipline
453.3-Rule(2), Emergency Procedures for Field Trips, Sports Activities and Other School Events
Policy 751, Student Transportation Services
Policy 751.5, Transportation in Private Vehicles

POLICY REVISION AND NEW APPROVAL: January 16, 2017

REVISED:

352-Rule

NORTH CAPE SCHOOL DISTRICT

GENERAL FIELD TRIP GUIDELINES

A permission slip will be obtained for every student participant in a field trip and signed by the student's parent/guardian. The permission slip will include the following information:

1. Permission to take the field trip; and
2. The telephone number(s) of the parent/guardian where he/she can be contacted the day of the field trip.

The field trip permission slips, student emergency contact forms, and a copy of the District's emergency procedures for field trips [453.1-Rule(2)] shall be brought on the field trip. If a bus(es) is used to provide field trip transportation, a designated person on each bus will be responsible for the student's permission slips and student emergency contact forms.

A list of students riding on each bus, or in each vehicle transporting students on field trips, will be given to the District Administrator or designee prior to departure from the school grounds.

First aid kits will be taken on all field trips.

CROSS REF.: 453.1-Rule(1), General Emergency Care Procedures
453.1-Rule(2), Emergency Procedures for Field Trips, Sports Activities and Other
School Events
Policy 453.4, Administering Medications to Students
Policy 751, Student Transportation Services
Policy 751.5, Transportation in Private Vehicles

POLICY REVISION AND NEW APPROVAL: January 16, 2017

REVISED:

Policy 353.1

NORTH CAPE SCHOOL DISTRICT

SCHOOL VOLUNTEERS/CHAPERONES

The School Board recognizes that volunteers contribute valuable services to the students and staff by assisting in the extension of the curriculum that is beyond the classroom and school. The Board encourages the use of volunteers to enhance collaboration and cooperation between the students, staff members, and the community. The Board also encourages citizens to share their various talents in the school.

Any individual who wishes to provide volunteer/chaperone service to the District, excluding current District employees, will need to sign the required volunteer and/or chaperone guidelines and responsibilities form and will be subject to a criminal background check by the District. This requirement applies to all individuals who volunteer in the schools on a regular basis and all volunteers who chaperone school-sponsored field trips. Criminal background checks will be repeated every two school years for volunteers and yearly for chaperones.

Volunteer coaches who provide coaching services need to complete a coaches' packet on an annual basis and will also be subject to criminal background checks.

Volunteers/chaperones are expected to abide by the District's guidelines and responsibilities when working with students. The District Administrator, teachers, or other designated school representative will provide the volunteers/chaperones an introduction to and explanation about their roles and responsibilities.

Volunteers are not employees of the North Cape School District and are not eligible for salary or benefits.

The North Cape School District reserves the right to terminate volunteer/chaperone services at any time.

LEGAL REF.:	Wisconsin Statutes	
	Section 118.24(1)(a)	[district administrator authority for the general supervision and management of the professional work of the school, under direction of board]
	Section 118.29	[civil liability exemption for volunteers rendering emergency care to students]
	Section 120.12(2)	[school board duty; general supervision over the school]
	Section 120.20	[school board member serving as volunteer coach or supervisor of extracurricular activity]
	Section 146.89	[volunteer health care provider]
	Section 948.13	[penalties for child sex offender working with children]

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CROSS REF.: 353.1-Exhibit(1), Classroom Volunteer Guidelines and Responsibilities Form
353.1-Exhibit(2), Field Trip Chaperone Guidelines and Responsibilities Form
347-Rule, Guidelines for the Maintenance and Confidentiality of Student Records
Policy 352, Field Trips

453.3-Rule(2), Emergency Procedures for Field Trips, Sports Activities and Other
School Events
Policy 860, Visitors to the Schools

POLICY REVISION AND NEW APPROVAL: January 16, 2017

REVISED:

NORTH CAPE SCHOOL DISTRICT

CLASSROOM VOLUNTEER GUIDELINES AND RESPONSIBILITIES FORM

The staff at North Cape School would like to thank you for volunteering your time to assist with the education of the students at our school. This form outlines the District's expectations for adult classroom volunteers in the building. Please sign this form and return it to the classroom teacher.

Volunteer Qualifications

1. Volunteers must be at least 18 years old.
2. Volunteers are subject to a criminal background check conducted by the District Office. The outcome of the background check will determine the type of volunteer opportunity available. Volunteer approval is valid for two years.

Volunteer Guidelines and Responsibilities

1. Classroom volunteers at North Cape School are asked to check in at the desk in the office when they arrive and pick up a volunteer badge to wear during their visit at school.
2. If a volunteer is unable to be at school during their designated time, he/she is asked to let the classroom teacher know as soon as possible.
3. Since classrooms are busy places, no younger children will be allowed to accompany an adult volunteer during his/her volunteering activity.
4. As a classroom volunteer, it will be necessary to respect the confidentiality rights of all students in the classroom. Confidentiality is of the utmost importance. If a classroom volunteer has been granted access to particular student record information as a school official for purposes of assisting the classroom teacher, he/she must keep that information confidential in accordance with state and federal student records laws and District student records procedures.
5. Volunteers are restricted from having access to confidential employment records.
6. Volunteers should only perform tasks that they are requested to complete.
7. Volunteers will not be paid any salary, stipend or benefits for their services.
8. Children get very excited when their parents volunteer in their classroom. So, it is important for parent volunteers in their child's classroom to let their child know that they are there to assist the teacher and possibly other students. Their child should continue to participate in the class activities and normal routines while a parent volunteer is in the classroom. The District also requests that all children sit with their classmates on their own chairs for all school programs.
9. A classroom volunteer may, at times, be asked to work with one student or a small group of students. If this is the case, it is the school's expectations that the volunteer work with students in a quiet area of the classroom or in the hallway outside the door. This will assist the teacher in continued supervision of all the students in the class.
10. If a student exhibits behavior concerns, the volunteer should let the classroom teacher know as soon as possible. Volunteers should not share their perceptions of a student in the community.

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11. If a student shares information that suggests he/she may be physically, sexually, or psychologically abused, the information must be reported immediately to the classroom teacher, guidance counselor or District Administrator who shall deal with the matter in accordance with applicable laws and District procedures for reporting suspected child abuse. This information needs to remain confidential.
12. Classroom teachers may make adjustments to the volunteer schedule as necessary throughout the school year.
13. Volunteer service may be discontinued at any time by administrative discretion.

SIGNATURE SECTION

I have read the Classroom Volunteer Guidelines and Responsibilities and agree to follow them to the best of my ability.

Volunteer Signature

Print Full Name

Today's Date

Date of Birth

Background Check Valid Until (This line for office use)

APPROVED: January 16, 2017

NORTH CAPE SCHOOL DISTRICT

FIELD TRIP CHAPERONE GUIDELINES AND RESPONSIBILITIES FORM

Persons volunteering to serve as chaperones for North Cape School District field trips are assisting in the extension of regular curriculum that is beyond the classroom and the school. District staff gratefully appreciate your willingness and time.

A field trip chaperone's role is an important one. Therefore, it requires an individual's acceptance of and agreement to perform certain responsibilities. The guidelines and responsibilities have been established to not only ensure District students are safe but to also maintain the positive reputation of the staff, students, parents/guardians, and volunteers in the community.

The purpose of this document is to provide field trip chaperones with an overview of those responsibilities, and identify appropriate responses to various situations that may arise during the course of a trip or event. Should a field trip chaperone have any questions or concerns, please do not hesitate to contact the School Office (262-835-4069 or 262-534-3894).

Chaperone Qualifications and General Guidelines

1. Chaperones must be at least 21 years of age.
2. Chaperones are subject to a criminal background check conducted by the District Office.
3. A chaperone must be willing and physically able to serve in a chaperone capacity.
4. A chaperone must know which staff member(s) are in charge.
5. Chaperones must ride the bus, or other assigned vehicle, with students to and from the field trip destination.
6. A chaperone is expected to be a good role model.
7. Siblings or other non-classroom individuals are not permitted to accompany chaperones on school district field trips. There will be no exceptions.

General Field Trip Chaperone Responsibilities

1. Arrive on time as trips are planned to depart and return at specified times.
2. Familiarize yourself with the itinerary and timeline, if applicable.
3. Dress appropriately and wear a watch.
4. Provide direct supervision of the students in your group, maintaining close proximity to them at all times, and account for each student before leaving a designated area. Count heads and check the list of names.
5. Focus conversations towards the students in your group. This is a valuable time for you to talk with students about what they are learning on the field trip. Conversations with other chaperones or staff members detract from this learning experience.
6. Privately direct any questions or concerns to the North Cape School staff member who is in charge.
7. Follow the North Cape School District's staff member's directions at all times as he/she assumes the overall responsibility of not only the students but also the chaperones.
8. Cell phone use while chaperoning is limited to field trip emergency situations only. Please turn your cell phone off and save any calling or message retrieving until you return to school. Your full attention is needed in order to supervise students and ensure they are safe.

9. Smoking and alcoholic consumption is strictly prohibited while serving as a chaperone.
10. In fairness to the entire class, chaperones should refrain from spending their own money on other students in their group to avoid unfairness to other students.
11. Student safety comes first. Be alert to potential dangers, strangers, and other unusual situations and never leave student(s) unattended or out of your sight.
12. Do not take chances or place a student or yourself at risk. If necessary, remove yourself and the student(s) from the situation and notify the North Cape School District staff immediately.
13. Report any student illness or injury to North Cape School District staff immediately, including your own.
14. Expect students to be respectful of you at all times. Report any specific concerns to North Cape School District staff.
15. Student school and school bus behavioral rules, as identified in the North Cape School District Parent/Student Handbook, apply to field trips.
16. Do not attempt to physically restrain a child. Unless a student poses an imminent threat to the safety of him/herself or others, chaperones should never physically handle a student. Should a student refuse to follow your directions, immediately inform the District staff member in charge of the field trip. Discipline is under the direction and responsibility of the District staff member in charge.
17. Do not administer **ANY** medications to a student. Students requiring medications while on a field trip will be administered by the District staff member in charge or other designated individual in accordance with District medication administration procedure
18. Failure to follow these guidelines and responsibilities may result in not being able to chaperone future events.

SIGNATURE SECTION

I have read the Field Trip Chaperone Guidelines and Responsibilities and agree to follow them.

Chaperone Signature

Print Full Name

Today's Date

Date of Birth

APPROVED: January 16, 2017

Policy 361.1

NORTH CAPE SCHOOL DISTRICT

SELECTION AND RECONSIDERATION OF TEXTBOOKS AND OTHER CLASSROOM INSTRUCTIONAL MATERIALS

Textbooks and other classroom instructional materials and resources, including audio-visual and digital resources, shall be carefully selected using the general criteria outlined in this policy and in accordance with established District procedures. All textbooks and other instructional materials and resources selected for use in the classroom shall support the District's mission, goals, curriculum plans, and academic standards.

The School Board delegates the general review and selection of textbooks and other instructional materials and resources for use in the classroom to the professionally trained staff employed by the District, under the direction of the District Administrator. As a general rule, the Board's expectation is that the selection of core materials intended for use throughout a grade span and/or regardless of the individual instructor (e.g., textbooks) should be subject to a more extensive and participatory evaluation process and should involve more District-level oversight and coordination than the selection of class-specific or teacher-specific supplemental materials that are less likely to serve as key elements of the District's course-to-course and grade-to-grade curricular sequences.

Textbook selection recommendations shall be submitted to the Board for review and adoption as required by law. The purchase of textbooks and other instructional materials using District funds shall follow established purchasing procedures.

When selecting textbooks and other instructional materials and resources for use in the classroom, consideration shall be given to each of the following factors, allowing for the possibility that, in some cases, staff may determine that a particular factor is not especially relevant:

- the extent to which the materials are judged to support and enhance student learning of the subject area(s) being taught, as identified with the input of instructional staff and based on relevant research;
- the extent to which the materials (and particularly textbooks) facilitate the District's ability to provide students with an appropriately sequential curriculum, both within a grade/course and from one grade/course level to the next;
- the extent to which the materials facilitate an appropriate assessment of student learning;
- the overall appropriateness of the materials relative to the intended student audience (i.e., relative to the anticipated range of age, skills, cognition, and maturity of the students who are most likely to use the materials);
- an evaluation of the materials for any improper bias, misinformation, or stereotyping;
- the extent to which the materials are likely to actively engage students and encourage their interest in learning;
- the extent to which the materials facilitate differentiated instruction and the pursuit of personalized learning objectives, including the extent to which the materials can help members of the instructional staff accommodate different learning targets and learning styles;
- the current capacity of staff members to make productive use of the resource, or planning for the staff development that would be needed to build that capacity;

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- the accessibility of the item to individuals who require special formats (e.g., certain students with disabilities and students with limited English proficiency); and
- budgetary considerations, including but not limited to the extent to which the materials being evaluated would address a current priority area among possible alternative acquisitions.

The Board recognizes that occasional objections to textbooks and other instructional materials and resources used in the classroom may occur. When parents/guardians or other individuals have concerns about particular instructional materials or resources, these concerns shall be brought forward in accordance with established administrative procedures, carefully considered, and accorded the courtesy of a prompt reply by appropriate school personnel.

The District shall not unlawfully discriminate in the selection and evaluation of instructional materials or resources on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established District procedures.

LEGAL REF.: Wisconsin Statutes
Section 115.77 [local education agency duties related to students with disabilities]
Section 118.03 [textbook adoption]
Section 118.13 [student nondiscrimination]
Section 120.13(5) [school board power to purchase necessary books, equipment and materials for use in the school]
Section 121.02(1)(h) [school district standard; selection of instructional and library media materials]
Wisconsin Administrative Code
PI 8.01(2)(h) [school district standard; selection and reconsideration of instructional and library media materials]
PI 9.03(1)(e) [requirement to address student nondiscrimination in selection of instructional and library media materials policy]
Individuals with Disabilities Education Act [programs and services for students with disabilities; includes National Instructional Materials Accessibility Standard and provision of assistive technology devices and services for students with disabilities]
Assistive Technology Act of 1998 [assistive technology devices and services]

CROSS REF.: 361.1-Rule, Procedures for the Selection and Reconsideration of Textbooks and Other Classroom Instructional Materials
361.1-Exhibit, Request for Reconsideration of Instructional or Library Media Center Materials
Policy 110, School District Mission
Policy 311, Academic Freedom
Policy 330, Curriculum Development and Improvement
Policy 333, Parent Rights in District Programs/Activities
Policy 361.2, Selection and Reconsideration of Library Media Center Materials
Policy 362.1, Interlibrary Loan

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Policy 363.2, Internet Safety and Acceptable Use of Technology
Policy 363.22, Use of Social Media
Policy 363.3, Assistive Technology for Students with Special Needs
Policy 381, Teaching about Controversial Issues
Policy 672, Purchasing
Policy 870, General Public Complaints/Concerns

APPROVED: October 31, 2016

REVISED;

NORTH CAPE SCHOOL DISTRICT

PROCEDURES FOR THE SELECTION AND RECONSIDERATION OF TEXTBOOKS AND OTHER CLASSROOM INSTRUCTIONAL MATERIALS

A. Selection and Adoption of Textbooks

1. Textbook selection and adoption shall be included as part of the formal cycle for curriculum adoption, evaluation, and improvement in the District. Subject area textbooks (or the analogous core instructional material that is used in lieu of a formal textbook) shall be reviewed by a textbook evaluation curriculum review committee appointed by the District Administrator prior to being recommended for selection, adoption, and use in the District. Appropriate subject areas and instructional levels shall be included in each committee.
2. The textbook evaluation curriculum review committee shall keep in mind the general selection criteria outlined in Board policy and shall abide by the following procedures:
 - a. A readability analysis will be completed on all textbooks that are to be considered for adoption in the District. The readability analysis shall be chosen and/or approved by the District Administrator.
 - b. Textbooks will be evaluated relative to the District's established curriculum objectives for their coverage of essential content-based and skills-based goals and standards and for the instructional and assessment methodologies that have been adopted or that are encouraged by the authors/publishers. Consider questions such as the following: Do the objectives of the text closely match the District's curricular expectations? Does the textbook accurately reflect the learner expectations of the District's curriculum? Does the textbook encourage higher level thinking skills and application of the content and skills to real life experiences? Has the textbook been shown to be effective in other situations?
 - c. Textbooks will be checked for bias, misinformation and stereotyping. Textbooks should be selected that reflect the cultural diversity and pluralistic nature of America's society and provide up-to-date and accurate information.
 - d. It is the legal responsibility of the District to provide instructional materials and resources that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students. Accordingly, the textbook evaluation curriculum review committee will check with appropriate sources (i.e., Wisconsin Accessible Media Productions or Bookshare) whether the textbook is available (or can be made available) in alternative formats to meet the needs of students with disabilities and other students who may require special formats (e.g., students with limited English proficiency).

361.1-Rule
Page 2

- e. Textbooks that are deemed acceptable relative to the criteria listed immediately above will be further screened by the committee members to review the following:
 - The utility of the teacher's manual for the textbook and other supplementary materials;
 - The physical structure and layout of the materials and, if applicable, the continuity within any series;
 - Writing style;
 - Date of publication; and
 - Recommendations from other schools and any available studies or data regarding student outcomes in other schools.
3. The textbook evaluation curriculum review committee shall make a recommendation for adoption of a textbook(s) and related textbook materials to the District Administrator. The recommendation shall include a general written analysis of the available material given consideration and the basis for the recommendation. The District Administrator shall review the committee report and transmit acceptable recommendations to the School Board for review and action.
4. Upon adoption by the Board, the textbook selections shall be included in the revised curriculum guide for the subject area and added to a list of adopted textbooks that shall be maintained in the District Office on behalf of the Board Clerk.
5. After textbooks and other related textbook materials are adopted by the Board, the District Administrator will notify appropriate staff of the textbook adoption and provide for the purchasing and implementation of the textbooks in the District's curriculum. The District Administrator will also arrange appropriate training for staff to insure proper implementation of the curriculum and associated teaching strategies.
6. In general, textbooks will be reevaluated as part of the curriculum revision cycle. There may, however, be times that textbooks will need to be reevaluated outside of the curriculum revision cycle.

B. Selection and Use of Supplementary Instructional Materials and Resources in the Classroom

1. It is generally the responsibility of the classroom teacher, in consultation with other instructional staff as appropriate, to review and select supplementary instructional materials and resources for use in the classroom. Supplementary materials and resources are primarily used by a teacher to enhance instruction, or by particular students to meet specific needs. All recommendations for the purchasing of supplementary instructional materials shall be submitted to the District Administrator with a supporting rationale and for approval under established District purchasing procedures. Even where no purchase is required, all teachers are strongly encouraged to review their selection of supplementary instructional materials with the District Administrator prior to actual use, as each teacher will ultimately be accountable for his/her decisions.

2. When selecting supplementary instructional materials and resources for use in the classroom, the classroom teacher shall keep in mind the general selection criteria outlined in Board policy and shall abide by the following procedures:
 - a. Supplementary instructional materials and resources should only be selected to support, not supplant, textbooks and related core materials that have been adopted as a component of the District's standard curriculum.
 - b. All instructional materials and resources must be used in accordance with current copyright laws and licensing agreements.
 - c. The incorporation of relevant and brief media segments/clips within interactive learning activities that support particular academic standards, curricular goals, or learning objectives is encouraged, but the extended use of media resources for passive listening/viewing activities that occur during classroom instructional time is generally discouraged. Staff members are expected to (1) clearly identify any such passive listening/viewing activities (e.g., watching the entirety of a full-length film) within their lesson plans (by date(s) and total allocated time); (2) obtain the advance approval of the District Administrator prior to using any audio books, documentaries, films, etc. that were not previously evaluated and purchased by the District; and (3) be prepared to justify the instructional value of their planned passive listening/viewing activities upon the request of the District Administrator.
 - d. Any member of the District's instructional staff must first consult with and obtain the prior approval of District Administrator or his/her designee prior to purchasing, using in the classroom, or directing students to access any computer media or other digital resource (including any Internet-based application) that (1) requires the District or any user to actively accept specific licensing terms, terms of service, or a subscription (including via a "click-through" agreement); (2) requires the installation of any software or plug-in application; (3) requires the creation/use of individual student accounts or logins; (4) tracks individual student progress for assessment or other purposes; or (5) requires the submission of identifying information about any individual student(s).
 - e. As with the selection of textbooks, the classroom teacher will consider the accessibility of the particular supplementary instructional material or resource for students with disabilities and other students who may require special formats (e.g., students with limited English proficiency) and whether there are alternate materials or resources that can be used or accessed that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students.

C. Reconsideration of Textbooks and Other Classroom Instructional Materials or Resources

1. If a student's parent/guardian or other individual objects to the use of a particular textbook or other instructional material or resource in the classroom, he/she should be invited to file his/her objections in writing using the "Request for Reconsideration of Instructional or Library Media Center Materials" form. The District Administrator and the classroom teacher(s) who use the challenged material shall be informed.

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Page 4

2. Challenges regarding specific textbooks or other instructional materials or resources used in the classroom will be referred to the Material Review Committee, appointed by the District Administrator.
 - a. Review and examine the textbook or other classroom instructional material in question.
 - b. Check general acceptance of the textbook/material in question by reading reviews.
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages or sections pulled out of context.
 - d. Meet to discuss the textbook/material in question and prepare a report and recommendation.
 - e. File a copy of the report and recommendation regarding the textbook/material in question with the District Administrator.

The District Administrator will review the Committee's report and recommendation and reach a decision. The District Administrator's decision will be communicated to the complainant and to the Material Review Committee.

3. Should the complainant be dissatisfied with the District Administrator's decision made following the review that is conducted by the Material Review Committee, the complaint will be referred to the School Board. The Board will review the Material Review Committee's report/recommendation and the District Administrator's decision and determine if it should take action regarding the material in question at its next regularly scheduled Board meeting. The decision of the Board shall be final.

Unless and until the District representative who is charged under these procedures with reviewing and responding to challenges to textbooks or other instructional materials or resources used in the classroom determines that a challenge to an item or resource will be upheld in whole or in part, the material or resource in question generally will not be discontinued from being used in the classroom. However, the person challenging the use of the textbook or other instructional material or resource in the classroom may request the District to provide alternative instructional materials or resources for their child to use in the classroom in lieu of the challenged material. Such requests may be approved at the discretion of the District Administrator, in consultation with the classroom teacher.

Any challenged textbook or other instructional material or resource used in the classroom shall be reviewed no more than once per academic year unless this provision is waived by the District Administrator.

APPROVED: October 31, 2016

REVISED:

361.1-Exhibit

NORTH CAPE SCHOOL DISTRICT

**REQUEST FOR RECONSIDERATION OF
INSTRUCTIONAL OR LIBRARY MEDIA CENTER MATERIALS**

Request initiated by:

NAME _____

ADDRESS _____

PHONE NUMBER _____

Representing:

STUDENT'S NAME _____

ORGANIZATION'S NAME _____

OTHER _____

Type of Instructional or Library Media Center Material: _____

Title: _____

Author/Publisher/Producer: _____

Library Media Center _____ Class Name _____ Other _____

What action would you like to see taken:

- Send back to originating department/teacher for re-evaluation
- Substitute alternate material or media
- Deny the use of the material or media by my child
- Deny use of the material or media by all students
- Other _____

Due to limited space, please feel free to extend comments on the reverse side of this form.

1. Have you either read, heard or seen the material or media in its entirety? If not, what part did you see, read or hear? _____

2. To what in the material or media do you object? (Please be specific. For example, cite page or section) _____

3. What do you feel may result from the use of this material or media? _____

4. What do you believe is the theme of this material or media? _____

5. For what age group would you recommend this material or media? _____
6. What do you find good about this material or media? _____

7. Are you aware of the judgments of this work by literary or other critics? _____

8. In view of the action you would like taken, do you have any suggestions about material or media that could be substituted that would convey as valuable a picture and perspective of the subject treated and would meet the educational needs of your child and/or other students?

Signed _____ Date _____

Thank you for your time and concern. Please return this completed form to the District Administrator or designee, who will review its contents and will notify you of the next step in the complaint process.

APPROVED: October 31, 2016

Policy 361.2

NORTH CAPE SCHOOL DISTRICT

SELECTION AND RECONSIDERATION OF LIBRARY MEDIA CENTER MATERIALS

The primary purpose of the District's library media program is to enrich and support the educational program of the District and student learning.

The District Administrator delegates the review and selection of library media center (LMC) materials and resources to the Library Media Specialist, with input from the instructional staff. The District also welcomes purchase and acquisition suggestions from students and staff. Offers to donate or sponsor LMC materials shall go through the review and approval process prior to acceptance. Administrative procedures shall be established to further guide staff in the selection and management of LMC materials in accordance with this policy.

LMC materials and resources of varying types and formats shall be selected and maintained primarily to help students:

- pursue the District's curriculum, academic standards and educational goals
- engage in self-directed learning
- obtain needed information
- become more informed and responsible members of the community
- understand and appreciate the cultural diversity and pluralistic nature of society in the United States and around the globe
- develop their creative capacities
- use discretionary time constructively and enjoyably

When selecting LMC materials to serve one or more of the goals identified above, consideration shall be given to a variety of factors, including but not limited to the following:

- budgetary considerations;
- an item's relationship to the existing collection, including especially the need for added materials in particular subject areas or within particular categories of literature, or the need to replace a resource that was damaged, destroyed, lost or stolen;
- the extent to which materials would support and enhance the District's curriculum and educational programs, as identified with the input of instructional staff;
- the extent to which an item is judged to be of historical or contemporary significance and/or of likely lasting value within the District's collection;
- an evaluation of the item in relation to the intended audience for the item;
- the accessibility of the materials to individuals requiring special formats (e.g., certain students with disabilities and students with limited English proficiency);
- the extent to which an item is judged to meet present and anticipated user needs and interests;
- an evaluation of the item/material, especially reference materials and non-fiction works, for improper bias, misinformation, or stereotyping;
- the physical limitations of school facilities; and
- the availability of the material or substantially similar material through other in-District sources, through area libraries, through interlibrary loan, or through other reasonably accessible sources, including electronic sources.

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The Board recognizes that occasional objections to LMC materials and resources may occur despite the quality of the selection process. When parents/guardians or other individuals have concerns about particular LMC materials, these concerns shall be brought forward in accordance with established administrative procedures, carefully considered, and accorded the courtesy of a prompt reply by appropriate school personnel.

The District shall not unlawfully discriminate in the selection and evaluation of library media materials or resources on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established District procedures.

LEGAL REF.: Wisconsin Statutes
Section 115.77 [local education agency duties related to students with disabilities]
Section 118.13 [student nondiscrimination]
Section 121.02(1)(h) [school district standard; selection of instructional and library media materials]
Wisconsin Administrative Code
PI 8.01(2)(h) [school district standard; selection and reconsideration of instructional and library media materials]
PI 9.03(1)(e) [requirement to address student nondiscrimination in selection of instructional and library media materials policy]
Individuals with Disabilities Education Act [programs and services for students with disabilities; includes National Instructional Materials Accessibility Standard and provision of assistive technology devices and services for students with disabilities]
Assistive Technology Act of 1998 [assistive technology devices and services]

CROSS REF.: 361.2-Rule, Procedures for the Selection and Reconsideration of Library Media Center Materials
Policy 330, Curriculum Development and Improvement
Policy 333, Parent Rights in District Programs/Activities
Policy 361.1, Selection and Reconsideration of Textbooks and Other Classroom Instructional Materials
361.1-Exhibit, Request for Reconsideration of Instructional or Library Media Center Materials
Policy 362.1, Interlibrary Loan
Policy 363.3, Assistive Technology for Students with Special Needs
Policy 381, Teaching about Controversial Issues
Policy 672, Purchasing
Policy 840, Public Gifts to the Schools
Policy 870, General Public Complaints/Concerns

APPROVED: October 31, 2016

REVISED:

NORTH CAPE SCHOOL DISTRICT

PROCEDURES FOR THE SELECTION AND RECONSIDERATION OF LIBRARY MEDIA CENTER MATERIALS

A. Selection of Library Media Center Materials

No single standard can be applied to all library media center (LMC) materials selection and acquisition decisions. As an aid to such decisions:

1. The District staff members who are involved in a specific review and selection decision will refer to and consider the selection criteria and factors expressly identified in Board policy. In doing so, staff shall ensure that LMC materials:
 - a. Enrich and support the educational program of the District and student learning.
 - b. Meet high standards of quality in factual content and presentation.
 - c. Are appropriate in format, vocabulary and images for the age, emotional development, ability level, and social development of the students for whom the materials are selected. Learning styles, diverse needs, and abilities shall also be taken into consideration.
 - d. Have aesthetic, literary or social value.
 - e. Are written or produced by competent and qualified authors and producers.
 - f. Help students gain an awareness and understanding of the contributions made to our civilization by all gender, minority and ethnic groups.
 - g. Motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist society.
 - h. Are selected for their strengths rather than rejected for their weaknesses.
2. The Library Media Specialist shall oversee the maintenance of one or more lists that reflect the District's current acquisition priorities. The District will use that list to evaluate whether a specific acquisition would clearly support the previously-identified priorities, or whether there is a sound basis for departing from those priorities in the specific situation.
3. A recommendation to acquire a particular LMC item or resource shall be supported by at least one of the following:
 - a. as a preferred benchmark, a direct and substantive review of the item/resource by a member of the District's LMC or instructional staff;
 - b. a recommendation or review found in a professional journal or in a reputable education-industry publication; or
 - c. a recommendation or review from another reputable source that is reflective of the concerns and interests of a public school library.

4. It is the District's goal, and in some situations it is the District's legal obligation, to make LMC acquisition and service decisions that will enable students with special needs to obtain the educational opportunities and benefits of the LMC in a manner that is as timely, effective, and integrated as it is for other District students and patrons who utilize the school LMC. Accordingly, when selecting LMC materials and resources for use in the school, including digital materials, consideration shall be given to the accessibility of the materials or resources for students with disabilities and other students who may require special formats (e.g., students with limited English proficiency), including a determination as to whether a particular item or resource is subject to the National Instructional Materials Accessibility Standard (NIMAS) and/or whether the item or resource is readily available in alternative formats through sources such as Wisconsin Accessible Media Productions or Bookshare. Accessibility considerations are likely to be particularly relevant when the District is purchasing multiple copies of an item or resource, in connection with the selection/acquisition of digital resources, when multiple comparable resources are under consideration, or when multiple formats of the same resource are available.

B. Renewal of Subscription-Based Materials and Services

The decision to continue or terminate a subscription-based item or service upon its renewal date should generally be viewed as a standard selection and acquisition decision relative to all other acquisition priorities, except that the District Administrator must approve the termination of a subscription.

C. Gifts of or Sponsored Library Media Center Materials

The District welcomes gifts of LMC materials/resources and any monetary donations that are intended to benefit the school LMC, with the understanding that they are subject to the District's general public gifts to the schools policy and that donated materials/resources will be evaluated using the same review and selection criteria (aside from budgetary considerations) that are applied to purchased materials. If the gifts do not meet these criteria and the items are not recommended for acquisition, the District generally reserves the right to reject the gift or, if impractical to return the gift to the donor, to dispose of the gifted materials in a manner consistent with established procedures.

Sponsored LMC materials or resources, like gift materials, will be evaluated using the same review and selection criteria (aside from budgetary considerations) that are applied to purchased materials and may be accepted or rejected on a similar basis.

D. Reconsideration of Library Media Center Materials

1. If a student's parent/guardian or other individual objects to a specific LMC material or resource, he/she should be invited to file his/her objections in writing using the "Request for Reconsideration of Instructional or Library Media Center Materials" form. The District Administrator and Library Media Specialist shall be informed.
2. Challenges regarding specific LMC materials or resources will be referred to the Material Review Committee, appointed by the District Administrator. The Material Review Committee will meet within two weeks of receiving the request for reconsideration form and will:

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- a. Review and examine the LMC material or resource in question.
- b. Check general acceptance of the material/resource in question by reading reviews.
- c. Weigh values and faults against each other and form opinions based on the material/resource as a whole and not on passages or sections pulled out of context.
- d. Meet to discuss the LMC material or resource in question and prepare a report and recommendation.
- e. File a copy of the report and recommendation regarding the LMC material/resource in question with the District Administrator.

The District Administrator will review the Committee's report and recommendation and reach a decision. This District Administrator's decision will be communicated to the complainant and to the Material Review Committee.

3. Should the complainant be dissatisfied with the District Administrator's decision made following the review that is conducted by the Material Review Committee, the complaint will be referred to School Board. The Board will review the Material Review Committee's report/recommendation and the District Administrator's decision and determine if it should take action regarding the material in question at its next regularly scheduled Board meeting. The decision of the Board shall be final.

Unless and until the District representative who is charged under these procedures with reviewing and responding to challenges to LMC materials determines that a challenge to an item or resource will be upheld in whole or in part, the LMC material or resource in question will not be removed or modified during the complaint and appeal process.

Any challenged LMC material or resource shall be reviewed no more than once per academic year unless this provision is waived by the District Administrator.

E. Removal of Library Media Center Materials from the Collection (Weeding)

The following may be removed in connection with routine maintenance of the District's LMC collections under the direction and supervision of the Library Media Specialist or District Administrator:

- Materials that are excessively worn/damaged;
- Materials that are obsolete (such as any outdated or superseded editions);
- Materials that are unnecessarily duplicative of other resources (such as excess copies of a book no longer in significant demand);
- Materials that are unused for lengthy periods of time and that have minimal current educational value;
- Materials that are negatively affecting either the usability of the LMC or the efficiency of LMC operations.

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To the extent space availability is an issue within the school, items may be removed giving priority to items that would be subject to removal through routine maintenance of the District's collections and, if space remains constrained, to any items identified through a District-initiated reconsideration process.

An item that is reconsidered may also be removed if it is determined that the item is inappropriate for the school setting.

To alleviate concerns that removal decisions could reflect a form of censorship:

1. Prior to the final removal and disposal of LMC resources and materials under this section of these procedures, the library media staff making such decisions shall provide a list of items that have been identified for removal that briefly identifies the basis for the decision to the District Administrator, who shall review and approve the removal of the items on the list; and
2. Items in usable condition that are removed from the LMC should be donated to an area public library in an effort to preserve public access to the materials to the extent such a procedure is otherwise consistent with established District procedures for disposal of property that will no longer be used by the District for school purposes (Policy 690).

APPROVED: October 31, 2016

REVISED:

Policy 362.1

NORTH CAPE SCHOOL DISTRICT

INTERLIBRARY LOAN

The District's library media center may participate in reciprocal resource sharing with other school and public libraries through interlibrary loan. Resource sharing is defined as lending school library media center materials for a specified period of time in response to a request that is submitted by another library, which may in turn loan the materials for use by a staff member, student, or other patron. The purpose of resource sharing is to obtain access to materials not available in one's local library media center. However, interlibrary loan activities are not intended as a replacement for library media center collection development.

Except as otherwise restricted by this policy, the District's library media center has discretion as to whether a particular resource should or should not be loaned when it is requested through interlibrary loan. The following are exceptions:

1. The District's library media center will ordinarily not loan out the following materials:
 - books in current and recurring demand, such as books which have holds and/or waiting lists at the library media center;
 - reference materials not ordinarily circulated outside of the library media center to students/patrons;
 - antique books;
 - materials currently on reserve for group or class use in the District;
 - non-print materials.
2. District equipment or supplies that are not in the nature of a specific content resource, including most technology resources, are not available for sharing through the interlibrary loan process.

The decision to loan material from the District's library media center is at the discretion of the library media specialist. The library media center will be as generous as possible with due consideration to the interests of its primary clientele. The library media center will not be expected to process subject requests. All requests for library center materials will be processed promptly.

When the District sends materials to another library media center, the borrowing library media center is expected to return the materials by the agreed upon due date. In addition, the borrowing library media center is responsible for the costs of repairing or replacing any lost or damaged items, and for paying all shipping costs unless the District and the borrowing library media center have reciprocally agreed (for all of their mutual transactions) that the sender shall pay the shipping costs in each direction. Incidents of late, damaged, or lost items that are not promptly and reasonably resolved by the borrowing library media center shall be taken into consideration in regard to any future lending requests by that same library media center.

When the District's library media center requests and receives materials from another library media center, any student who borrows such materials is personally responsible for the loss, damage, or late return of the materials in accordance with applicable District rules and procedures and any additional restrictions imposed by the lending library media center.

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Whether sending or receiving materials, District officers, employees and agents shall abide by federal copyright law and regulations in connection with interlibrary loan activities, including but not limited to the limitation that District staff shall neither make, distribute, nor request unlawful copies of copyrighted works.

LEGAL REF.: Wisconsin Statutes
Section 43.72 [library exchanges]
Section 120.12(1) [board duty; care, control and management of school property]
Section 121.02(1)(h) [school district standard; provide adequate library services]
Wisconsin Administrative Code
PI 8.01(2)(h) [library media services]
Federal Laws
Enhancing Education Through Technology Act of 2001 [educational technology plans, including state-required interlibrary loan policies]

CROSS REF.: Policy 361.2, Selection and Reconsideration of Library Media Center Materials
361.2-Rule, Procedures for the Selection and Reconsideration of Library Media Center Materials
Policy 411, Equal Educational Opportunities
Policy 771.1, Use of Copyrighted Materials

POLICY REVISION AND NEW APPROVAL: January 16, 2017

REVISED:

Policy 363.2

NORTH CAPE SCHOOL DISTRICT

INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY

Consistent with applicable federal laws, the School Board believes that the best approach to student safety as it relates to use of the Internet and other electronic resources involves a combination of technology protection measures, monitoring and instruction.

It shall be the responsibility of the District Administrator, or his/her designee, to:

1. Ensure that the District's systems and equipment that provide access to the Internet make active use of technology protection measures designed to block or filter Internet access to visual depictions that are:
 - a. obscene;
 - b. pornographic; or
 - c. otherwise harmful to minors.

Filtering, blocking or other protective technologies will also be used to decrease the likelihood that student users of the District systems and equipment might access other materials or communications, other than visual depictions, that are inappropriate for students. Recognizing that filtering devices will not filter all inappropriate content and that there will always be room for possible improvement in connection with the District's efforts at prevention, all employees, parents/guardians, and students are encouraged to report to school officials any complaints or concerns regarding student access or exposure to any content, activities or communications that may be harmful, deceptive, or otherwise inappropriate or objectionable.

2. Develop and implement procedures that provide for the monitoring of students' and other authorized users' activities when using District-provided equipment or District-provided network access or Internet access. Such monitoring may sometimes take the form of direct supervision of students' online activity by school personnel, but the Board recognizes that constant, direct supervision is not a practical expectation.
3. Ensure that all employees supervising students who use the District's technology resources educate students about acceptable and responsible use of technology and safe and appropriate online behavior, including (a) safety and security issues that arise in connection with various forms of electronic communication (such as e-mail, instant messaging, and similar technologies); (b) interacting with other individuals on social networking sites and in chat rooms; and (c) cyberbullying awareness and response. Such educational activities shall include (but shall not consist exclusively of) reinforcement of the provisions of the District's rules regarding students' acceptable and responsible use of technology while at school.
4. Develop and implement rules and procedures concerning the acceptable, safe, and responsible use of the District's Internet access infrastructure and other technology-related District resources by students. These rules and procedures shall:

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- a. Address and prohibit the unauthorized collection, disclosure, use and dissemination of personal and personally-identifiable information regarding students, as particularly applicable to technology-based resources;
 - b. Prohibit unauthorized user access to systems, networks and data;
 - c. Prohibit the use of District resources to access and/or transmit inappropriate or prohibited material via the Internet, electronic mail, or other forms of electronic communications;
 - d. Prohibit the use of District resources for illegal purposes, in support of illegal activities, or for any other activity prohibited by Board policy.
 - e. Provide notice to users that there is no District-created expectation of privacy in their use of District technology resources. Accordingly, except where prohibited by state or federal law: (1) the District reserves the ability to track, monitor, and access all data, files, communications, or other material that users create, store, send, delete, receive, or display on or over the District's Internet connection, network resources, file servers, computers or other equipment; and (2) all aspects of any individual's use of the District's technology-related equipment and resources, including any online activities that make use of District-provided Internet access, may be monitored and tracked by District officials; and
 - f. Provide notice to users regarding possible consequences for violations of the policies, rules and procedures that govern the acceptable, safe, and responsible use of the District's technology-related resources.
5. Ensure that all users of the District's technology-related resources complete and sign an agreement to abide by the District's acceptable use of technology policies, rules and procedures. All such agreements shall be kept on file by the Technology Coordinator.

The Technology Coordinator shall have responsibility for overseeing the day-to-day implementation of the District's policies, rules and guidelines regarding the acceptable, safe, and responsible use of technology resources. The Technology Coordinator, in consultation with the District Administrator as needed, may approve modified levels of Internet filtering/blocking for an individual user account provided that there is a legitimate educational purpose and any changes in access will not compromise the overall adequacy of protections that are in place for student users.

LEGAL REF.:	Wisconsin Statutes	
	Section 120.12(1)	[school board duty; care, control and management of school property and affairs of district]
	Section 120.13(1)	[school board power to adopt conduct rules and discipline students]
	Section 120.18(1)(i)	[report on technology used in the District]
	Section 943.70	[computer crimes]
	Section 947.0125	[unlawful use of computerized communication systems]
	Section 995.55	[access to personal Internet accounts]
	Wisconsin Administrative Code	
	PI 8.01(2)(k)	[integration of technology literacy and skills in curriculum]
	Federal Laws and Regulations	
	Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (NCIPA)	[policy and other requirements related to Internet safety]

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Protecting Children in the 21st Century Act [Internet safety policy requirement; education of students regarding appropriate online behavior]

Children's Online Privacy Protection Act (COPPA) [parent control over personal information collected by websites from their children]

Enhancing Education Through Technology Act of 2001 [technology plans and other requirements]

CROSS REF.: Policy 330, Curriculum Development and Improvement
347-Rule, Procedures for the Maintenance and Confidentiality of Student Records
Policy 361.1, Selection and Reconsideration of Textbooks and Other Classroom Instructional Materials
Policy 361.2, Selection and Reconsideration of Library Media Center Materials
Policy 363.3, Technology Concerns for Students with Special Needs
Policy 381, Teaching About Controversial Issues
Policy 411.1, Student Harassment and Bullying
Policy 443.5, Student Use of Personal Electronic Communication Devices
Policy 731.1, Locker Room Privacy
Policy 771.1, Use of Copyrighted Materials
Policy 834, Public Wireless Internet Use
District Employee Handbook

POLICY REVISION AND NEW APPROVAL: January 16, 2017

REVISED:

NORTH CAPE SCHOOL DISTRICT

STUDENT ACCEPTABLE USE OF TECHNOLOGY RULES

A. GENERAL EXPECTATIONS

The District's technology resources, including the District's technology-related equipment, software, networks, network connections, and Internet access, are open to limited and regulated use by students as a privilege. Each student who uses the District's technology resources is required to follow the District's established expectations for acceptable use.

In general, "acceptable use" means that a student is required to use technology resources in a manner that:

1. has a legitimate educational or other school-authorized purpose;
2. is legal;
3. is ethical (including, for example, avoiding plagiarism);
4. avoids harm to any person (including, for example, making threats, harassing or bullying someone, violating someone's privacy, accessing another person's accounts, records or files, etc.);
5. avoids harm to property (including, for example, damaging hardware, software, equipment, another person's work or electronic files, etc.);
6. avoids accessing or transmitting harmful or inappropriate material;
7. is respectful of others; and
8. is consistent with all applicable school policies, rules, and regulations, as well as any additional directives or instruction that may be provided by District staff.

Students should approach their use of technology resources with the understanding that all of the school rules and expectations that apply to in-person interactions and to the student's general conduct while at school or while under the supervision of a school authority also apply to their use of District technology, their online conduct, and their electronic communications. This document and various other District policies, rules and regulations include additional requirements and expectations that are directly related to the use of technology resources and electronic devices.

Policies, rules, and regulations cannot directly address every situation that a student may encounter. Therefore, an additional aspect of "acceptable use" is that the District expects each student who uses District technology resources to take an appropriate degree of personal responsibility for exercising sound judgment in his/her use of technology and in his/her technology-related activities and communications.

If a student has a question concerning any policy, notice, rule, regulation or directive that relates to technology resources, or if a student encounters a situation in which they are uncertain about any expectation for acceptable use or about how to proceed, the student should contact a teacher or the Technology Coordinator to obtain appropriate guidance

B. NOTICES TO STUDENTS WHO USE SCHOOL DISTRICT TECHNOLOGY RESOURCES

1. The District owns, controls, and oversees all of the school's technology resources, including the District's technology-related equipment, software, applications, networks, network connections, and Internet access. While present at school, all Internet or network access shall be accomplished solely and exclusively through District-provided Internet access. Should a student possess a device capable of accessing the Internet or network through a third-party source, the student must deactivate such device capability while at school and only access the Internet or network through District-provided resources.
2. Unless otherwise prohibited by law, at all times and without further notice:
 - a. Each user of District technology resources is subject to direct and regular District oversight of, and District access to, any and all data, files, communications, or other material that the user creates, stores, sends, deletes, receives or displays on or over the District's Internet connection, network resources, file servers, computers or other equipment;
 - b. All aspects of any individual's use of the District's technology-related equipment and resources, including any online activities that make use of District-provided Internet access, are subject to monitoring and tracking by District officials.
3. Except as to any privacy rights that independently exist under state or federal law, no person who accesses and uses the District's electronic networks and other technology-related equipment and resources does so with an expectation that any privacy right exists that would prevent District officials from (a) monitoring the person's activities; or (b) accessing any user's equipment, data, communications, and other materials.
4. The District's technology system(s) are provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system(s) and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's technology system(s).
5. If a student uses District technology resources in a manner that violates the District's expectations for acceptable use, or any other established policy, regulation, rule, or directive, the student is subject to possible disciplinary action. Examples of possible consequences for improper use of technology include the following:

- a. Suspension, restriction, or revocation of the privilege of use of District technology resources;
- b. The imposition of academic consequences for academic-related violations;
- c. Suspension and/or expulsion from school; and/or
- d. Referral to law enforcement.

C. SPECIFIC ACCEPTABLE USE RULES

1. **Unauthorized Access and Other Prohibited Activities** – Students are prohibited from engaging in (or attempting to engage in) the following conduct at all times:
 - a. Using the District's technology resources or system(s) for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy.
 - b. Knowingly accessing educationally inappropriate material. If a user accidentally reaches such material, the user must immediately back out of the area on the Internet containing educationally inappropriate material. The user must then notify the teacher or other District staff person of the site address that should be added to the filtering software, so that it can be removed from accessibility.
 - c. Using another person's login or password information; or allowing another person to use the student's own login or password information. The user, in whose name a system account is issued, will be responsible at all times for its proper use.
 - d. Uploading programs to the District's system without appropriate authorization. The Technology Coordinator is authorized to set limits for disk utilization on the system(s) as needed.
 - e. Physically connecting any personally-owned technology equipment to a District network (including computers, laptops, tablets, smart phones, printers, etc.) except for (1) authorized connections to the wireless network the District provides expressly for students and guests, if any; and (2) temporarily connecting data drives/devices to District equipment for the purpose of transferring data or files for an educational or other authorized purpose.
 - f. Disabling Internet tracking software or implementing a private browsing feature on District computers or networks. Browsing history shall only be deleted by authorized staff or in accordance with the District's technology department's directives
 - g. Modifying without permission any District records, any District-controlled web pages or web-based accounts, or any of the District's Internet-based resources. Users will take all appropriate precautions
 - h. Using District technology resources for any private commercial activities (for example, solicitations or advertisements) or for any activities that involve political advocacy connected to any election.
2. **Rules and Expectations Related to Copyright Law, Licensing Agreements, and Related Issues**
 - a. While using the District's technology resources, students are individually responsible for following applicable laws, regulations, and agreements that relate to the use of any other person's or entity's products, services, or content.

- b. Students may not use any electronic content, application, software, or technology service (1) that has not been properly purchased or licensed; or (2) in any manner that violates a license, user agreement, or the terms of use established by the owner/manufacture/vendor of the product, service, or content.
- c. Students may not redistribute copyrighted programs or data without the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations. Students are cautioned that the fact that an image, video, recording, article, file, program, book, or other work that is subject to copyright (or trademark protection) is available through the Internet does not mean that it is in the public domain (i.e., able to be freely used), or that it can be further used, copied, or adapted without first obtaining appropriate permission from the person or entity who holds the applicable rights.
- d. Property created by a student that is submitted as an assignment or for an assessment, or for a grade or course credit, may be retained by the District as a student record and displayed for school purposes subject to laws and any District policy or procedures that govern such records. The District may further extend its right to retain, reproduce, distribute or otherwise use student-created intellectual property by obtaining specific permission from the student and the parent/guardian.
- e. To the extent consistent with applicable law, the District retains the exclusive right to determine, at its discretion, the content that is permitted to be displayed or otherwise made available to the school community and/or to the general public through the District's technology resources.

3. Rules and Expectations Related to Academic Integrity/Plagiarism

- a. District and individual teacher expectations regarding honesty and fairness in academic contexts apply fully to activities that involve the use of technology.
- b. Students shall not plagiarize works that they find on the Internet. Plagiarism includes copying, close paraphrasing, or representing as one's own the writing, ideas, or other work of another person without appropriate attribution. Users will use proper bibliography formats.

4. Electronic Communication by Students

- a. There are various forms of electronic communication that students may be able to access and use through the District's technology resources. Examples include course-management applications that permit student submissions, email, social media platforms, chat functionality, message boards, applications that function like text messaging, etc. While all social media is subject to the District's technology use policies, rules and restrictions, the following forms of social media are expressly approved by North Cape and it is the intention of the District to utilize these specific forms of social media to enhance the educational experience of students: Google in Education, Google in Education applications, YouTube Education, and North Cape's private YouTube Channel.

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- b. Students using District technology resources to engage in any form of electronic communication are expected to follow the District's rules and expectation for "acceptable use" as defined in this document, and, as far as the content and purpose of their electronic communications, students are expected to adhere to the school rules and expectations that apply to in-person interactions, including the Code of Classroom Conduct and North Cape PBIS Expectations Matrix.
- c. The following are specific examples of conduct that is prohibited in connection with a student's use of District technology resources for electronic communications:
 - (1) Electronic communications must not contain defamatory, discriminatory, threatening, offensive, racist, disrespectful, sexually-explicit, profane, or obscene content.
 - (2) Electronic communications must not be used to bully, harass, degrade, or intimidate another person.
 - (3) Electronic communications must not be used to facilitate any unlawful activity or any violation of school rules.
 - (4) Students shall not engage in electronic communications with persons who are not affiliated with the District unless the communication is for a legitimate educational or other authorized purpose and the student is reasonably sure of the identity of the person or entity with whom they are communicating.
 - (5) Students shall not post personal contact information about themselves or other people or any other information which is confidential or of a private nature. Personal contact information includes home and school addresses, telephone numbers, etc.
 - (6) Students shall not agree to meet with someone they have met online without the approval of their parent(s)/guardian.
 - (7) Students shall not attempt to access or send electronic communications using another person's account or user ID. Similarly, students shall not impersonate another person using electronic communications.
 - (8) Students shall not create, transmit, or forward messages, Internet-links, images, files, or attachments that do not have a legitimate educational purpose (for example: spam, jokes, etc.) and/or that may be harmful (for example: executable files, viruses, requests for personal or confidential information, material from an unknown source, etc.).
 - (9) Forgery or attempted forgery of electronic communications is prohibited.
 - (10) Electronic communication received from another person should not be forwarded or shared gratuitously when the original sender has clearly indicated their intent that the message should not be forwarded or shared. This limitation is not intended to prevent a student from addressing a safety concern or reporting a violation of school rules by contacting a responsible adult.
 - (11) Students shall not use any technology device capable of capturing video, pictures, or audio to record or take pictures of any other individual without their express consent and permission. No such recording or pictures shall be posted or communicated unless it is educationally related. Students are not allowed to "tag" an individual in a picture or recording without their express consent and permission.
- d. Examples of acceptable electronic communications involving the use of District technology resources include:

- (1) Communicating with a teacher regarding schedules, assignments, curriculum content, class projects, and class activities via the teacher's District-provided email or network account.
- (2) Communicating with other students to facilitate collaboration, planning, and research for school-related projects and activities.
- (3) When authorized by a teacher, communicating with third parties outside of the District as a means of collaborative learning, academic research, or other school-related purpose.

5. Use of Personal Electronic Devices at School

- a. A student may bring a personal electronic device to school and use the device only to the extent consistent with this document, related Board policies (Policy 443.5 on Student Use of Personal Electronic Communication Devices and Policy 731.1 on Privacy in Locker Rooms), and any other rules or directives issued by the District or school staff to govern the time, place, and manner in which students may possess and use personal electronic devices.
- b. Any student possessing a personal electronic device capable of accessing the Internet or network through a third-party source must deactivate such device capability while at school and only access the Internet or network through District-provided resources.
- c. Personal electronic devices may be used in the classroom or during a student's participation in organized school activities if expressly allowed by the teacher or activity supervisor. As an important exception to all rules and directives that might otherwise limit a student's permission to possess and use a personal electronic device, all students at all grade levels may use a device (at any time of day) to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person. When carrying out school emergency response plans, however, students may be asked to turn off their personal electronic devices so emergency communication networks are not overwhelmed and emergency response efforts are not jeopardized. When a staff member issues a specific directive or limitation related to the possession or use of any electronic device, students are expected to follow that directive/limitation.
- d. The District assumes no responsibility for the loss or theft of, or for any damage to, any personal electronic device that a student chooses to bring to school or to a school activity regardless of (1) when the loss, theft, or damage occurs; or (2) where the device is located/possessed at the time the loss, theft, or damage occurs. The District is permitted, but not obligated, to investigate or otherwise resolve the loss or theft of, or any damage to, any personal electronic device.
- e. Where the District has reason to suspect that any personal electronic device is present or has been used in violation of any Board policy or school rule, school personnel may temporarily confiscate the device. Staff shall make an effort to store a confiscated device in a reasonably secure location. To the extent consistent with applicable law, a confiscated device may be subject to a search by a school administrator or law enforcement officials.
- f. Students are required to relinquish electronic devices to school personnel when directed. Refusal to comply or interfering with such a directive (e.g., by removing the battery or memory card without permission) will be considered insubordination and the student will be subject to disciplinary action.

6. **Reporting Student/Parent Concerns, Misuse, or Other Possible Violations of Acceptable Use**

- a. Any time a student feels unsafe, victimized, or in any way uncertain about a situation involving the use of District technology resources by any person, the student (or his/her parent(s)/guardian should immediately contact a teacher, the Technology Coordinator or the District Administrator.
- b. Students are required to report and provide to a teacher or other school official any electronic communication that they receive while using a District-provided email account, or using any District-provided electronic software, program, application or platform if any of the following apply:
 - (1) The communication is from an unknown source and either contains inappropriate content, asks the student to respond, or requests the student to reveal personal information;
 - (2) The content of the communication is defamatory, discriminatory, threatening, offensive, racist, deceptive, sexually explicit, or obscene;
 - (3) The communication represents an attempt to bully, harass, or intimidate another person; or
 - (4) The content of the communication represents an attempt to facilitate or encourage any violation of the law or school rules.
- c. A student may report to any teacher, the Technology Coordinator or the District Administrator any concerns about possible violations of the policies, rules, regulations and directives that govern the acceptable, safe, and responsible use of the District's technology-related resources.
- d. If a student has a concern that any District technology equipment, network, or system may have a security vulnerability, or that any breach of security may have occurred, the student shall report the issue to a teacher or to the Technology Coordinator. The student should not demonstrate the potential security problem to anyone other than to the person to whom they report the concern.
- e. If a student or parent/guardian has a concern that any content that is available through the Internet is (1) appropriate material that is currently being blocked or filtered, or (2) harmful or inappropriate material that is not being blocked or filtered, the individual may report that concern to the District Administrator or Technology Coordinator. The District will review the issue and report back to the person making the report.

REVISION AND NEW APPROVAL: January 16, 2017

NORTH CAPE SCHOOL DISTRICT

**ACKNOWLEDGEMENT OF ACCEPTABLE USE OF TECHNOLOGY RULES
(Technology User Agreement)**

Signing this form indicates that I have received and have had an opportunity to read the District's Student Acceptable Use of Technology Rules. I understand that any violation of these rules may result in disciplinary action. Examples of possible consequences for improper use of technology include the following:

- Suspension, restriction, or revocation of the privilege of use of District technology resources;
- The imposition of academic consequences for academic-related violations;
- Suspension and/or expulsion from school; and/or
- Referral to law enforcement.

Student's Name (Please Print) _____ Grade _____

Student's Signature _____ Date Signed _____

Parent or Guardian's Signature _____ Date Signed _____

APPROVED: January 16, 2017

Policy 363.3

NORTH CAPE SCHOOL DISTRICT

TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

The District recognizes that students with disabilities and other students with special needs may require assistive technology devices and/or services to help them access and benefit from their educational program and achieve related standards and goals.

The District shall provide students with disabilities under the Individuals with Disabilities Education Act (IDEA) with special education and related services, based on their individualized education programs (IEP), as required by law. A student's need for assistive technology shall be determined on a case-by-case basis. If the student's IEP team determines that a particular assistive technology device and/or service are needed in order for the student to benefit from his/her education program, it will be included in the student's IEP.

For purposes of this policy and its implementation with respect to students with disabilities under the IDEA, an "assistive technology device" means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of students with disabilities. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:

1. Evaluating the needs of a student with a disability, including a functional evaluation of the child's customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
4. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
5. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
6. Training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.

Those students with disabilities or other special needs but not requiring a formal IEP under the IDEA (for example, students with disabilities under Section 504 or under the Americans with Disabilities Act, migrant students, homeless students, students living with poverty and English language learners), will also be considered for assistive technology devices and/or services on a case-by-case basis. In situations where the potential use of such a device or the provision of such a service is unrelated to a disability, the District will consider the device and/or service in relation to the student's identified special need(s).

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LEGAL REF.: Wisconsin Statutes
Section 115.787(3)(b)5 [IEP development; required to consider assistive technology needs]
Individuals with Disabilities Education Act [programs and services for students with disabilities]
Enhancing Education Through Technology Act of 2001 (Title II, Part D)
[educational technology plans, including state-required policies addressing technology concerns for students with special needs]
Section 504 of the Rehabilitation Act of 1973 [disability discrimination; reasonable accommodations]
Americans with Disabilities Act [disability discrimination; reasonable accommodations]

CROSS REF.: 363.3-Rule, Procedures for Providing Assistive Technology for Students with Special Needs
Policy 342.1, Programs for Students with Disabilities
Policy 342.7, Services for English Language Learners
Policy 342.8, Section 504 Plans and Services for Students with Disabilities
Policy 361.1, Selection and Reconsideration of Textbooks and Other Classroom Instructional Materials
Policy 361.2, Selection and Reconsideration of Library Media Center Materials
Policy 363.2, Internet Safety and Acceptable Use of Technology
Policy 363.22, Use of Social Media
Policy 411, Equal Educational Opportunities
Special Education Handbook

POLICY REVISION AND NEW APPROVAL: October 31, 2016

REVISED:

NORTH CAPE SCHOOL DISTRICT

PROCEDURES FOR PROVIDING ASSISTIVE TECHNOLOGY FOR STUDENTS WITH SPECIAL NEEDS

Students with Disabilities with an Individualized Education Program (IEP)

1. A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.
2. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.
3. The District is responsible for evaluation in areas in which assistive technology may be a factor. The IEP team will determine the need for assistive technology as follows:
 - a. Identify the difficulty the student is experiencing and discuss possible causes for the difficulty. During this process, the IEP team will review existing information and data and decide whether other information is necessary to make an informed decision about the need for assistive technology.
 - b. Gather baseline data if existing data does not provide all needed information. This data should be collected within a specified timeframe.
 - c. Review the problem that is now clearly identified, generate possible solutions, and develop a trial plan of the solutions. The trials should be completed during a specified timeframe.
 - d. Analyze new data and make decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
4. If specific assistive technology is identified as being needed, it should be written into the student's IEP.

Other Students with Special Needs

1. Those students having special needs but not requiring a formal IEP, which may include but are not limited to students with disabilities under Section 504 or the Americans with Disabilities Act, migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case-by-case basis. Designated individual staff members or a team comprised of the classroom or special education teacher, guidance counselor, librarian, District Technology Coordinator and/or District Administrator will determine the need for assistive technology as follows:
 - a. Identify the difficulty the student is experiencing and discuss possible causes for the difficulty. During this process, the designated individual staff members or team should review existing information and data and decide whether other information is necessary to make an informed decision about the necessity for assistive technology.

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- b. Gather baseline data if existing data does not provide all needed information. A specific timeframe should be specified for the collection of data.
 - e. Review the problem that is now clearly identified, generate possible solutions, and develop a trial plan of the solutions. The trials should be completed during a specified timeframe.
 - c. Analyze new data and make decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
2. If specific assistive technology is identified as being needed, a procurement request should be submitted to the District Technology Coordinator.

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NORTH CAPE SCHOOL DISTRICT

GUIDANCE AND COUNSELING PROGRAM

A comprehensive and sequential program of developmentally-based guidance and counseling services shall be maintained in grades kindergarten through 8 in the District. The broad program components shall include a school counseling curriculum, individual student planning services, responsive services, and system support services.

Guidance and counseling services shall be planned and provided by the school guidance counselor in conjunction with the District Administrator and other licensed staff. Staff members involved in planning these services shall involve and seek the input of students, parents/guardians, and other community members or entities, as appropriate, whose perspectives and insights will help to improve the District's programs and services.

The general goals and functions of the District's guidance and counseling program shall be:

1. Personal and social development, including the following:
 - a. Assist students in developing a better understanding and acceptance of themselves, including knowledge of their strengths and limitations, aptitudes, abilities, needs, values, interests and worth as unique individuals.
 - b. Assist students in developing skills needed to initiate and maintain positive interpersonal relationships.
 - c. Assist students in developing problem-solving and decision-making skills.
 - d. Assist students and their parents/guardians with individual concerns, problems, or situations that, even if not directly related to the curriculum and a student's academic progress, affect the student's readiness to learn and his/her ability to be successful in school.
 - e. Assist staff as resource consultant in student/teacher relationships, behavior management, student evaluation and parent contacts.
2. Academic development and planning, including the following:
 - a. Assist students in understanding educational requirements and options.
 - b. Assist students in understanding and resolving educational difficulties.
 - c. Assist students in accepting increased responsibility for their educational and life-planning goals.
3. Career development and planning, including the following:
 - a. Assist students by helping them develop positive work traits.
 - b. Assist students in exploring various career options.
 - c. Assist students in developing career interests.
 - d. Assist students in learning career decision-making skills.

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Staff members who provide guidance and counseling services are expected to appropriately maintain the confidentiality of information they receive from students and from student record information in accordance with applicable legal requirements and the District's student records policy and procedures. However, such staff are also expected to avoid making express commitments to students regarding the degree and extent to which ongoing and complete confidentiality can be assured if applicable laws, regulations, District policies, or professional responsibilities could reasonably prevent the staff member from meeting the commitment.

The District shall not unlawfully discriminate in the methods, practices and materials used for guidance and counseling services for students on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. This policy does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes
Section 115.28(59) [academic and career planning]
Section 118.01(2)(d) [educational program goals related to personal development]
Section 118.125 [maintenance and confidentiality of student records]
Section 118.126 [privileged communication about student alcohol and other drug problems]
Section 118.295 [liability exemption for suicide intervention]
Section 121.02(1)(e) [school district standard; guidance and counseling services]
Wisconsin Administrative Code
PI 8.01(2)(e) [school district standard; guidance and counseling program requirements]
PI 9.03(1)(f) [requirement to address nondiscrimination in policy on guidance and counseling program]
Family Educational Rights and Privacy Act [federal student records law]
34 C.F.R. part 99 [U.S. Department of Education FERPA Regulations]
34 C.F.R. part 300 [U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]

CROSS REF.: 347-Rule, Procedures for the Maintenance and Confidentiality of Student Records
411-Rule, Student Discrimination Complaint Procedures
420-Rule(1), Procedures for Placing Transfer Students
421-Rule, Early Admission Guidelines for 5-Year-Old Kindergarten and First Grade
Policy 454, Reporting Child Abuse and Neglect
Policy 456, Student Assistance Program
Response to Intervention Process
Positive Behavioral Interventions and Supports (PBIS)

POLICY REVISION AND NEW APPROVAL: October 31, 2016

REVISED:

NORTH CAPE SCHOOL DISTRICT

RESPONSE TO INTERVENTION

The School Board recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance. Therefore, the District will help ensure that all of the District's students succeed in the general education environment and meet established academic standards and benchmarks through systemic practices of Response to Intervention (RtI).

The District Administrator and staff will follow a tiered intervention approach to address student performance and achievement concerns. Intervention will begin at the classroom level with the focus on research-based, best practice instruction. Interventions will intensify as necessary with frequent monitoring and documentation of the student's response to the interventions.

The District Administrator or designee will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable laws and regulations, those practices will include, for example:

1. Providing early intervention services with funds available under the Individuals with Disabilities Education Act and which may be coordinated with similar activities conducted under the Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Providing interventions or remedial reading services for students with reading problems in grades K-8. Specifically, the District shall provide interventions or remedial reading services for a student in grades kindergarten to four if any of the following occurs:
 - The student fails to meet the reading objectives specified in the District's reading curriculum plan;
 - The student fails to score above the state minimum performance standard on the required third grade reading test and: (a) a teacher in the District and the student's parent(s)/guardian agree that the student's test performance accurately reflects the student's reading ability, or (b) a teacher in the District determines, based on other objective evidence of the student's reading comprehension, that the student's test performance accurately reflects the student's reading ability; or
 - The student's reading readiness assessment indicates that the student is at risk of reading difficulty.
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

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LEGAL REF.: Wisconsin Statutes
Chapter 115, Subchapter V [programs and services for students with disabilities, including academic and behavioral interventions and supports]
Section 115.997 [educational opportunities for military children; removing barriers to educational success]
Section 118.001 [power to do all things reasonable for the cause of education]
Section 118.016 [reading readiness assessment]
Section 118.15(1)(d) [program or curriculum modifications]
Section 118.153 [programs for children at risk of not graduating from high school]
Section 121.02(1)(c) [school district standards; reading intervention and remedial services]
Section 121.02(1)(n) [school district standards; programs for children at risk]
Wisconsin Administrative Code
PI 8.01 (2)(c) [school district standards; remedial reading services requirement]
PI 25 [rules for children at risk programs/plans]
Federal Laws and Regulations
Individuals with Disabilities Education Act [programs and services for students with disabilities, including academic and behavioral interventions and supports]
Elementary and Secondary Education Act [requirements for improving the academic achievement of all students; includes provisions related to interventions and supports]
Section 504 of the Rehabilitation Act of 1973 [disability discrimination; reasonable accommodations]

CROSS REF.: Policy 341.1, Reading Instruction
Policy 342.1, Programs for Students with Disabilities
Policy 345.1, Student Grading
Policy 346, Student Assessments

APPROVED: January 16, 2017

REVISED:

NORTH CAPE SCHOOL DISTRICT

**EXTRACURRICULAR ACTIVITIES
(Including Interscholastic Athletics)**

Extracurricular activities, including interscholastic athletics, are recognized as an integral part of the educational program. Students are strongly encouraged to participate in such activities for the following reasons:

- Extracurricular activities contribute to the physical, social, intellectual and emotional growth of students.
- Confidence increases with physical development and fitness.
- Extracurricular activities foster sportsmanship that accentuates honesty and fair play within the competitive spirit.
- Positive character traits are developed when students are responsible for leadership, cooperation and teamwork.
- Students develop lasting friendships and interests.
- A democratic tradition is fostered through full and fair participation.

All extracurricular activities sponsored by the District shall:

1. Be designed to be an extension of the curriculum or provide experiences for students that enhance student learning and/or personal, social, and physical growth and development.
2. Be approved by the School Board when the activity involves a new or substantially modified funding and/or staffing obligation, or by the District Administrator or designee when the activity does not involve such additional budgetary or staffing obligations.
3. Have an adult advisor/supervisor appointed by the District Administrator or designee.
4. Be funded in a manner that is consistent with applicable District policies and procedures.
5. Be scheduled in such a way so as to minimize infringement upon the regular school day and the daily schedule of classes. Any activity or event scheduled during the school day must have approval of the District Administrator or designee.

Students shall be expected to abide by all rules and regulations established for participation in District-sponsored extracurricular activities, including interscholastic athletics. Where applicable, these rules and regulations shall be consistent with any rules of eligibility and conduct required by state or other associations to which the activities are affiliated (for example, the Wisconsin Interscholastic Athletic Association (WIAA) for interscholastic activities offered in the District). Students who violate such rules and regulations shall be subject to disciplinary or other action.

No student shall be permitted to participate in any District-sponsored student athletic activities unless he/she has provided the school with a signed concussion and head injury information sheet as required by law.

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The Board encourages the full participation of elementary and middle school students in available extracurricular and recreational programs and activities that are offered by and through the District. For purposes of this Board policy, "full participation" means fair and equitable participation opportunities (1) in a manner consistent with applicable nondiscrimination requirements, and (2) to the extent that the budget, facilities, or type of activity allows. The District Administrator or designee is responsible for informing students and parents/guardians of the extracurricular and recreational activities that are available at the relevant grade levels and for implementing registration and scheduling processes in a manner that gives due regard for the goal of full participation.

The District shall not unlawfully discriminate in admission to or participation in any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of the person's sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the District from placing a student in a program or activity based on standards of individual performance, from providing separate programs and facilities in interscholastic athletics for males and females if such programs and facilities are sufficiently comparable in type, scope, and support from the District, or from providing separate toilet, locker and shower facilities. Discrimination complaints shall be processed in accordance with established District procedures.

LEGAL REF.: Wisconsin Statutes
Section 118.13 [student discrimination prohibited]
Section 118.133 [home-based private educational program student participation in interscholastic athletics and extracurricular activities]
Section 118.293 [requirements for addressing concussions and head injuries in youth athletic activities]
Section 120.12(23) [policy requirement; access to extracurricular and recreational activities by K-8 students]
Section 120.13(1) [school board power to adopt student conduct rules and discipline students]
Wisconsin Administrative Code
PI 9.03(1) [student nondiscrimination in student extracurricular activity and interscholastic athletics policies]

CROSS REF.: Policy 353.1, School Volunteers/Chaperones
Policy 411, Equal Educational Opportunities
411-Rule, Student Discrimination Complaint Procedures
Policy 443, Student Conduct and Discipline
453.1-Rule(2), Emergency Procedures for Fields Trips, Sports Activities and Other School Events
453.1-Rule(3), Management of Sports-Related Head Injuries

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REVISED:

Policy 374

NORTH CAPE SCHOOL DISTRICT

STUDENT FUNDRAISING ACTIVITIES

The School Board supports fundraising activities that are designed to promote educational and extracurricular activities without interfering with the educational process. Fundraising (and the expenditure of such funds) by students and student groups, parent groups and other groups for school purposes shall always be to promote the general welfare of the students.

Except as otherwise noted in this policy, school-based fundraising activities shall have prior approval from the District Administrator. Fundraising activities that involve out-of-school sales (i.e., away from school and to persons other than school families and the students' own relatives) must be approved in advance by the School Board. Such out-of-school sales must be made only before and after school hours and on weekends.

Student participation in any school-based fundraising activity shall be strictly voluntary. Students shall be made aware of this prior to any fundraiser.

In addition, it is important for persons planning school-related fundraisers and for parents, guardians, and caregivers to know that state law expressly provides that:

1. Any child under 12 years of age is required to have written approval from his/her parent/guardian in order to engage in any school-related fundraising that involves sales, solicitation, or collection activities on a door-to-door basis or in any public place; and
2. Any child under 9 years of age, or any group of children that includes one or more children under 9 years of age, must be physically accompanied by a parent or a person who is at least 16 years of age when engaging in fundraising activities on a door-to-door basis or in any public place.

All funds raised by student organizations/clubs under this policy for the organization's/club's specific activities shall be under the fiduciary control of the Board and shall be managed by the District as agency funds in accordance with sound business practices and generally accepted accounting principles similar to other District funds.

LEGAL REF.: Wisconsin Statutes
Section 103.23(2) [minors under 12 participating in fundraising activities]
Section 118.12 [sale of goods and services at schools]
Section 120.16(2) [board treasurer duty; account for extracurricular activities funds]
"Smart Snacks" Rule [minimum nutrition standards for all foods sold outside of the school meal program during the school day]

CROSS REF.: Policy 458, School Wellness
Policy 662.1, Student Activity Funds Management
Policy 840, Public Gifts to the Schools
Policy 850, Public Sales and Solicitations on School Premises
Policy 881.1, Relations with Parent-Teacher Associations

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NORTH CAPE SCHOOL DISTRICT

TEACHING ABOUT CONTROVERSIAL ISSUES

The instructional program at North Cape School promotes free and open thinking.

Provision is made in the District to study controversial issues under competent instructional leadership and in an atmosphere as free as possible from bias or harassment. In the teaching of controversial issues, the teacher shall:

1. Develop a classroom atmosphere in which students feel free to express opinions and to challenge ideas. Each student should be able to express his/her views without bias or harassment.
2. Teach respect for the opinions of others and develop skills of critical thinking.
3. Choose suitable instructional materials presenting data on varying points of view on issues being discussed. The discussion and analysis of issues within a classroom setting should be limited to curriculum-related subjects.
4. Demonstrate through interpretations and actions rational methods of arriving at decisions.
5. Maintain at all times a decent respect for the dignity and worth of each individual.
6. Undertake the presentation of a controversial issue to students only after careful study and planning. The teacher shall:
 - a. Confer with the District Administrator if there is doubt regarding the appropriateness of discussing a controversial issue.
 - b. Determine whether or not an issue raised by students is to be considered at the moment it arises.
 - c. Guide discussion toward constructive courses of action available within the District's framework of value.
 - d. Keep in mind that the teacher's position is as a moderator and facilitator in the classroom. District employees should not engage in politicking when carrying out duties in an instructional or supervisory capacity. As such, District employees may not promote personal political viewpoints while carrying out duties in such capacities.
 - e. Withhold the expression of personal opinion unless asked a direct question. District employees are to remain neutral with respect to the promotion of alternative world views in accordance with constitutional provisions requiring neutrality toward religion.

The District Administrator shall approve the use of resource persons in the school and, in conjunction with the teacher, handle complaints concerning controversial issues.

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LEGAL REF.: Wisconsin Statutes
Section 118.01 [educational goals and expectations; school board responsibility to provide curriculum, course requirements and instruction consistent with the educational goals and expectations]
Section 120.13 [school board authority to do all things reasonable for the cause of education]
U.S. Constitution, First Amendment [freedom of religion and expression]

CROSS REF.: Policy 110, School District Mission
Policy 323, Ceremonies and Observances
Policy 333, Parent Rights in District Programs/Activities
Policy 361.1, Selection and Reconsideration of Textbooks and Other Classroom Instructional Materials
Policy 361.2, Selection and Reconsideration of Library Media Center Materials
Policy 363.2, Internet Safety and Acceptable Use of Technology
Policy 411, Equal Educational Opportunities
Policy 870, General Public Complaints/Concerns
District Employee Handbook

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