

INSTRUCTION SERIES 300

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311 - ACADEMIC FREEDOM

A. Professional

There are basic rules all teachers must follow. Within this framework, considerable leeway in originality and private initiative is possible. The personality of the instructor, is therefore, not straight jacketed and only when individual methods violate general rules necessary for the orderly conduct of the school should the administrator insist on conformity. Persistent non-conformity should be reported to the Board for further action.

Adopted: September 26, 1988

CROSS REF.: Current Professional Staff Contract

321 – SCHOOL YEAR

The school year will consist of a minimum of 180 days when students are present for school activities. A maximum of 5 days may be counted to meet this requirement if they are used for parent conferences or if school is closed by the school administrator because of inclement weather closes school.

Adopted: September 26, 1988

Revised: April 23, 2001

LEGAL REFERENCE: SECTIONS 115.01 (10) WISCONSIN STATUTES

120.12 (15)

120.44

121.02(1)(F)

PI 8.01 (2)(F) WIS. ADMINISTRATIVE CODE

CROSS REFERENCE: CURRENT PROFESSIONAL STAFF CONTRACT

322 – SCHOOL DAY

The length of the school day will be from 7:45 AM to 3:30 PM with a minimum of thirty minutes for lunch.

Within this time limit, the various grades will be scheduled for the following minimum times:

ELD -	437 hours annually
4K -	437 hours annually
Grades K – 6 -	1050 hours annually
Grades 7 – 12 -	1137 hours annually

In computing the minimum number of instructional hours under this subdivision, days and parts of days on which parent and teacher conferences are held, staff development or in-service programs are held, schools are closed for inclement weather, or when classes are not held may not be counted.

Adopted: September 26, 1988

Revised: April 23, 2001

LEGAL REF.: Sections 120.12 (15) Wisconsin Statutes

120.44

121.02(1)(f)

PI 8.01 (2)(f) Wisconsin Administrative code

323.2 – PATRIOTIC OBSERVANCES

It is the philosophy of the Board of Education that patriotic observances of our country shall be a part of the instructional program.

In accordance with state law, each school shall display the flag of the United States in each classroom or from a flagstaff on each school ground during the school hours of each school day.

Every public school in the state is required by section 118.06(2) of the state statutes to offer the pledge of allegiance or the national anthem in grades one to twelve each school day. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or sing the anthem.

Schools may choose to offer the pledge of allegiance more often or under other circumstances at their discretion.

Adopted: May 29, 2001

Revised: November 26, 2001

Legal Reference: Section 118.06(2)

323.3 – HOLIDAYS ASSOCIATED WITH RELIGION

The Algoma School District 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, within the normal process of the District, whether and how to help students learn about holidays associated with religion. The curriculum and related activities shall be inclusive of all students and conform to the Board's policy on controversial issues.

Any school wide 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.

Guidelines

The Algoma School District population includes students from many religious belief systems, as well as students who do not believe in religion. The District respects the right of parents to educate their children in spiritual and religious matters, including the interpretation of the spiritual significance of religious holidays. Celebrating religious holidays is the responsibility of families and religious institutions.

Teachers may choose to teach or not to teach about holidays associated with religious traditions. These guidelines will assist teachers who choose to teach about these traditions by appropriately balancing this teaching with the District's commitment to provide an inclusive environment where diversity is acknowledged and appreciated.

1. Student-initiated activities. Classrooms should reflect a climate where cultural, religious and non-religious differences are respected and self-expression is encouraged. All children should feel that their traditions will be respected and valued. All students can participate in sharing activities and learn from one another regardless of their religious or non-religious beliefs and traditions.

Opportunities for self-expression will promote positive self-esteem and enhance a sense of belonging. In the classroom children can express their interest in a variety of ways through themes for art work and writing projects, as well as literature and music selections.

2. Teacher-initiated activities. Teachers shall make the decision whether or not to teach about holidays associated with religious traditions as part of their overall curriculum. This part of the curriculum shall be governed by the Board's policy on controversial issues.

In choosing holiday activities designed to foster appreciation of diversity, teachers should assume diversity exists among their students and consider the social, emotional and cognitive development of their students. If any chosen holiday has religious significance for some, care should be taken that the activities do not require students to celebrate the holiday, express assent to a particular belief system, or participate in ceremonies traditionally performed in faith communities.

Teachers will avoid emphasis on information or activities related to any one religious tradition. Information and activities, classroom decorations or displays will reflect a balance of cultural diversity.

Information or activities that are provided by the teacher and are related to a holiday associated with religion shall:

- a. be within the context of the curriculum;
 - b. have a secular educational purpose;
 - c. adhere to the principles of multicultural education;
 - d. not advance or inhibit religion; and
 - e. avoid excessive entanglement with religion.
3. Music. Much of the inspiration for the world's greatest artists and composers had its basis in religion. The study of their works does not imply or require acceptance of the composer's religious beliefs. Music teachers are expected to seek a balance of musical selections from different cultures and provide instruction in music that can be appreciated by diverse community.

Activities, such as singing holiday songs, should be presented in an educational context, including information on the history and cultural traditions associated with the songs. Activities should be developed based on the assumption of cultural pluralism rather than on the assumption that all share similar religious beliefs or have similar knowledge or cultural traditions.

The opportunity for student performance is an important part of our music curriculum. Some of these opportunities will be at functions primarily inspired by holidays, i.e., winter parties or singing in the malls. The teacher must apply these guidelines in terms of inclusiveness, lack of excessive attention, dignity, and educational context. Though these performances are acceptable, they should be balanced with performances for purely secular activities. Student participation in performances inspired by holidays associated with religion must be optional.

Adopted: May 29, 2001

323 – SCHOOL CEREMONIES AND OBSERVANCES

District schools are authorized to conduct ceremonies and observances to recognize special events, historical heritage, and traditional holidays provided they are in keeping with the school district goals and curricular objectives. It is, however, recognized that the religious beliefs of some students may prohibit their participation in certain exercises. Students may be excused from the school ceremonies and observances if the request is made by the parent and if the ceremony or observance violates a religious belief, family standard or tradition.

So that parents and students are aware of this policy, building principals will include this policy in the student handbook or explain this policy in a parent newsletter before the start of the school year.

Adopted: May 29, 2001

333.1 – PARENT ACCESS TO THE CURRICULUM AND INSTRUCTIONAL MATERIALS

Parents/guardians play an important and unique role in the education of their children. To facilitate parent knowledge about the appropriateness for their child of any or all aspects of the curriculum, a parent/guardian may contact the building principal to request that a District staff member provide the parent/guardian with information about any program, course, unit of study, specific assignment or teaching method.

Parents/guardians may also contact the building principal to review the instructional materials that will be used in any course or program. If there are questions or concerns, the principal and parent/guardian will discuss possible solutions.

Cross Reference: No Child Left Behind Act of 2001

Adopted: September 23, 2002

333.2 – STUDENT SURVEYS

The School Board respects the privacy rights of parents and their children. No student shall be required to participate in any survey associated with a school program or the District's curriculum, or which is administered by a third party in the schools, if the survey includes one or more of the following items:

- political affiliations or beliefs of the student or the student's parent;
- 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 the student's parent; 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.

The building principal shall notify parents/guardians at the beginning of each school year of the specific or approximate dates during the school year when such survey activities are scheduled involving their children. Parents/guardians shall be given the opportunity to request that their child not participate in a survey containing the above information. If a survey containing any of the above information is funded in whole or in part by a program administered by the U.S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

Parents/guardians may, upon request, inspect a survey containing any of the above information and any survey created by a third party before the survey is administered or distributed to a student. They may also request to inspect any instructional materials used in connection with the survey or any instructional material used as part of the educational curriculum for the student. Requests to inspect a survey or instructional materials should be made to the building principal or his/her designee. Survey inspection requests should be made prior to the date in which the survey is scheduled to be administered to students. The principal or designee shall respond to such requests without delay.

This policy shall be published annually in student and staff handbooks, which are distributed to students, parents/guardians and employees in the District.

CROSS REFERENCE: No Child Left Behind Act of 2001.

Adopted: September 23, 2002

333-PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES

Parent/guardians may inspect, request, any instructional material used as part of the educational curriculum for students. In addition, parents/guardians may deny their child's participation in certain District educational programs or activities in accordance with state and federal laws and regulations.

Specifically, parent/guardians may:

- (1) Request that their child not participate in 4th, 8th, or 10th grade state assessments.
- (2) Request that their child not participate in instruction in human growth and development or instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body.)
- (3) Request that their child not participate in any survey administered or distributed to students in the schools that reveals information concerning any of the following:
 - political affiliations or beliefs of the student or the student's parent;
 - mental and psychological problems of the student or the student's family;
 - sex behavior or attitudes;
 - illegal, anti-social, self-incrimination 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; 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.

Parent/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 a survey containing any of the above information is funded in whole or in part by any program administered by the U.S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

- (4) Request that their child not participate in any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. "Personal information:" includes individually identifiable information such as a student's or parent's first and last name, address, telephone number or Social Security identification number. Upon request, parent/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.

- (5) Request that their child not participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students. "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.

Parents/guardians shall be informed at the beginning of the school year of the specific or approximate dates during the school year when activities outlined in items (3), (4) and (5) are scheduled to take place and shall be given the opportunity to request that their child not participate in such activities.

Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.

The District shall inform parents/guardians of this policy at the beginning of each school year.

CROSS REF: 411-Equal Education Opportunities Policy
347-Student Records Policy
No Child Left Behind Act of 2001

Adopted: September 23, 2002

341.3 - HUMAN GROWTH & DEVELOPMENT INSTRUCTION

Major public health problems such as suicide, accidents, venereal disease, heart disease, obesity, alcohol and other drug abuse, along with health misconceptions, the lack of accurate health information and the continuing rise in cost of health care are but a few of the reasons for health education programs in our schools. While recognizing the fact that many of these problems are preventable through positive health practices, we believe that health education can prevent health problems and improve our quality of life and total well being.

A comprehensive health education curriculum taught by well-prepared teachers with adequate time and material will diminish the need for crisis-oriented programs in one area while providing flexibility to adjust to new demands. It is this health programs intent to motivate individuals to take responsibility for protecting and improving their health and to promote positive health practices. These individuals will have to make health decisions throughout their entire lives. Our aim is to provide a sound framework from which these decisions can be made.

Annually the classroom teacher will provide parents with an outline of the human growth and development curriculum used at their child's grade level. Individuals interested in inspecting the actual curriculum and instructional materials shall contact the building principal to schedule a meeting with the human growth and development teachers.

Health education shall be provided in accordance with state law.

Adopted: October 16, 1989

Revised: August 26, 2002

LEGAL REF.: Section

121.102(1)(j) Wisconsin Statutes

PI 8.01 (2)(j) Wisconsin Administrative Code

341.32 - TEACHING ABOUT DRUGS

The School District of Algoma will continue to develop its early childhood through grade 12 instructional program to meet present and future needs related to drug and alcohol abuse education. Basic attitudes that lead to drug and alcohol abuse will be dealt with along with the facts regarding legal, physical and psychological results arising from abuse.

Adopted: September 16, 1988

LEGAL REF.: Sections 118.01 (2)(d) c Wisconsin Statutes
Drug-free Schools and Communities Act Amendments of 1989

341.4 - PHYSICAL EDUCATION

Physical Education shall be provided to all pupils as required by the state law with stress placed upon physical fitness.

1. In kindergarten through grade six, physical education shall be conducted by the physical education instructors or under their supervision in accordance with the State Department of Education requirements.
2. Physical education in grades seven through twelve will be conducted by a certified physical education instructor.
3. Students will be excused from physical education only upon recommendation of their family physician or by the principal for unusual circumstances.

Adopted: September 26, 1988

LEGAL REF.: Section 121.02 (1)(j) Wisconsin Statutes
PI 8.01 (2)(j) Wisconsin Administrative Code

341.6 KINDERGARTEN INSTRUCTION

The School District of Algoma will operate a full-day kindergarten program in which all 5-year-old children of the district may be enrolled. The teachers shall be certified by the Department of Public Instruction to teach kindergarten. Physical facilities, equipment, and materials shall be provided for a program, which includes language arts, fine arts, social studies, science, mathematics, and physical education.

Adopted: April 23, 2001

LEGAL REFERENCE: Sections 121.02 (1) (d) Wis. Statutes
 PI 8.01 (2) (d) Wisconsin Administrative Code

342.1 PROGRAMS FOR STUDENTS WITH EXCEPTIONAL NEEDS

1. The School District of Algoma shall provide a free appropriate public education to all students with exceptional educational needs residing in the district.
2. The School District of Algoma will make all of its programs accessible to all of its students regardless of handicapping conditions. This will be done by relocating a program or bringing it to the students when it is physically inaccessible to them.
3. The Kewaunee County Consortium for Special Education will provide the Algoma School District with a “Policy and Procedural Handbook for Special Education.” This handbook will serve as “official policy” regarding special education. The handbook will be reviewed and adopted periodically by the Board.

Adopted: April 23, 2001

LEGAL REFERENCE: Chapter 115, Wis. Statutes
PI 11, Wisconsin Administrative Code
Individuals with Disabilities Education Act
Americans with Disabilities Act of 1990

CROSS REFERENCE: Special Education Handbook

342.11 - INDEPENDENT EDUCATIONAL EVALUATION POLICY

Parents of a student with a disability have a right to obtain an independent educational evaluation if they disagree with the district's evaluation. An independent educational evaluation (IEE) is a publicly funded evaluation conducted by a qualified examiner who is not employed by the district. Publicly funded means that the district either pays for the full evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. For purposes of this policy, educational evaluation means procedures to determine whether the child:

- has a disability, as defined by the Individual Disabilities Education Act (IDEA);
- is eligible for special education; and,
- if eligible, the nature and extent of special education and related services that are required.

Procedures for educational evaluations are described in 34 CFR 300.530-536. Criteria specific to independent evaluations are provided in 34CFR 300.502-507.

To qualify as a publicly funded IEE, the district must receive the request within one year from the date of the contested district evaluation. The district will consider requests after this time period if unique circumstances exist. Upon receiving a request, the district will either request a due process hearing to defend its evaluation or provide written notice to the parents that it has received and conditionally approves the request. The written notice will contain information regarding the district's criteria for independent educational evaluations. The criteria will include, but will not be limited to the geographical limitations for evaluations, minimum qualifications of evaluators, and cost restrictions. The defined criteria must be met for the district to assume the evaluation's cost.

A more complete description of the IEE process and requirements is provided in the administrative interpretation section of this policy.

DPI Adoption date : January 22, 2001

**DPI Revised: February 11, 2002
July 10, 2002 (as a result of DPI IDEA Complaint #01-080)**

Algoma School District Adoption Date: September 15, 2003

Legal References: IDEA 34 CFR 300.500
IDEA 34 CFR 300.502--507
IDEA 34 CFR 300.530--536
Wisconsin Statute 115.792

342.11 RULE - ADMINISTRATIVE INTERPRETATION

I. Parent Rights/Obligations

The parents have a right to an independent educational evaluation (IEE) if they disagree with an evaluation completed by the district. Evaluation means procedures to determine whether the student has a disability, as defined by IDEA, is eligible for special education, and the nature and extent of the special education and related services the student needs. Parents have a right to obtain an IEE only after the district has completed its evaluation. The request must be received within one year from the date of the district's evaluation. Parents are entitled to only one IEE for each assessment performed by a district evaluator. The request must indicate the areas for which they are requesting an IEE, but they are not required to indicate their reasons. The parents have a right to select the evaluator if the individual meets the district's criteria.

II. District Rights/Obligations

The district is permitted to have criteria that relate to the qualifications and location of the evaluator, and the maximum allowable cost of the evaluation. The district may recommend independent evaluators; however, parents are not restricted to the district's suggestions.

Upon receipt of a parent request for an IEE, the district will provide the parents with information and criteria for obtaining an IEE. The district shall, within a reasonable time period, in any event no later than twenty (20) business days, inform the parent as to whether the district will accept the IEE or request a due process hearing. If the parent obtains an IEE without notifying the district and subsequently requests payment, the district will determine if the evaluation constitutes an IEE eligible for public funds. An IEE that qualifies for public funds must dispute a district evaluation as to the existence of a disability and the nature and extent of special education and related services. If eligible, the district is required to request a due process hearing to defend its evaluation or reimburse the parents. If the district determines that it is not an eligible IEE, the district will provide the parents with a written rationale of its findings. The district is not obligated to request a due process hearing for evaluations that do not meet the requirements defined by § 300.502 of the federal regulations.

III. District Criteria

A. Notice of Receipt of Parent Request for IEE

The district, within twenty (20) business days, shall respond in writing to the parent request for an IEE.

B. Location of Qualified Evaluators

Parents are restricted to using qualified evaluators within a 50-mile radius of Algoma, Kewaunee or Luxemburg-Casco. The district will consider other evaluators if parents can demonstrate unique circumstances that would justify a selection outside the geographical area.

C. Minimum Qualifications of Evaluators

Independent evaluators must be licensed by the Wisconsin Department of Public Instruction, or by an accredited organization or agency representing their profession. Occasionally, a private provider may have a vested interest in the outcome of an independent educational evaluation (IEE). The district reserves the right to proceed to due process over the issue of minimum qualifications of the independent evaluator where it appears that the evaluator has an interest in the outcome of the IEE.

In determining whether the evaluator has an interest in the outcome of the IEE, the district will consider factors including, but not limited to the following: nature of the relationship between the evaluator and the student/family; whether services were provided in the past or are currently provided; the type of services provided; the length of time between the cessation of previous services and generation of the IEE; and the contents of reports generated during the relationship between the student and the evaluator.

D. Maximum Allowable Cost

The maximum allowable cost will be consistent with the district's reimbursement for Medicaid. If there is not a comparable, then the maximum allowable cost will depend upon the required qualifications of the evaluator. If the evaluation requires a bachelor's degree, the hourly rate will be equivalent to a Class IV Step 8 (\$50/hr) position on the district's teacher salary schedule. If it requires a master's degree, the hourly rate will be equivalent to Class VIII Step 12 (\$60/hr).

In the event the evaluator is one not typically employed by the district, such as a medical doctor or clinical psychologist, reimbursement of costs will be limited to reasonable and customary charges as determined by the district in consultation with local providers and its insurance carrier.

The evaluator's attendance at IEP or other similar meetings regarding the student are not part of the IEE and will not be reimbursed unless the district makes the request.

The district will permit parents to demonstrate unique circumstances to justify an IEE that exceeds the maximum allowable cost.

Examples of maximum allowable evaluation costs include, but are not limited to those listed in Appendix A of this policy.

E. Third Party Payments

The district reserves the right to request that parents use their insurance or other means of assistance to pay for the IEE if it does not result in any present or future financial cost to the parents.

Algoma School District Adoption Date: September 15, 2003

342.11 - APPENDIX A

MAXIMUM ALLOWABLE COST FOR INDEPENDENT EDUCATIONAL EVALUATIONS (September 1, 2003 - August 31, 2005)

<u>Evaluation Area</u>	<u>Project Cost Range</u>
Academic Achievement	\$ 80 - \$ 240
Assistive Technology	\$ 100 - \$ 250
Adaptive Behavior	\$ 172 - \$ 430
Hearing	\$ 200 - \$ 400
Intellectual/Cognitive	\$ 180 - \$ 630
Physical Therapy	\$ 200 - \$ 400
Occupational Therapy	\$ 200 - \$ 400
Social and Emotional	\$ 250 - \$ 500
Speech and Language	\$ 300 - \$ 500
Vision	\$ 60 - \$ 200

Costs above these maximal amounts will not be approved unless the parents can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services or if the parents can demonstrate that there are other factors that make the extraordinary costs necessary.

Independent educational evaluators are required to provide an invoice that details the type of assessment, the names of the assessment instruments, and the specific time required to administer each instrument.

If the district incurs a cost associated with the IEE such as a teacher being required to complete a report for the independent evaluator, then the invoice payment will be reduced accordingly.

DPI Date: 10-2002

Algoma School District Adoption Date: September 15, 2003

342.2 – EXHIBIT A – PROGRAMS FOR SECTION 504 STUDENTS

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School District of Algoma

504 Referral Form

Student Name:	Date of Birth:	Age:
Referral Person:	School:	Grade:
Parent(s)/Guardian:		Phone:
Address:	Date of Parent Notification For 504 Referral:	Method: <input type="checkbox"/> Phone <input type="checkbox"/> Conference <input type="checkbox"/> Written

Reason(s) for Referral: (check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Word Attack Skills | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Study/Organization Skills |
| <input type="checkbox"/> Handwriting | <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Emotional/Social |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Vision |
| <input type="checkbox"/> Fine Motor | <input type="checkbox"/> Hyperactivity | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Math Reasoning | |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Parent Concern | |

Additional Concerns:

--

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Student Strengths:

-
-
-
-

Strategies implemented to address reason(s) for referral:
(Attach additional sheets if necessary)

Strategy	Results

Date Received: _____

Teacher's Signature: _____

504 Coordinator: _____

Copies to:
____ 504 Coordinator
____ Cum Folder
____ Parent

Adopted: December 20, 2004

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342.2 – EXHIBIT B – PROGRAMS FOR SECTION 504 STUDENTS

School District of Algoma

Section 504 Student Accommodation Plan

Student Name:	DOB:	Age:
Phone:		Grade:
School:		School Year:

Original Meeting

Date:

Review/End of Year Meeting

Date:

Participants:

Participants:

Name	Title

Name	Title

DESCRIPTION OF EDUCATIONAL ACCOMMODATIONS

Disability: _____ **Problem:** _____

Accommodations:

-
-
-
-
-
-

Method of Evaluation: Teacher Observation, Academic Achievement, Parent/Teacher Communication, Independent Work Skills, on – task Behavior.

Adopted: December 20, 2004

342.2 – EXHIBIT C – PROGRAMS FOR SECTION 504 STUDENTS

**School District of Algoma
Section 504 Referral Notification**

Date:

Dear:

This letter is to notify you that a referral has been submitted regarding your child. The purpose of this evaluation is to determine if your child qualifies for services under Section 504 of the Rehabilitation Act of 1973. School staff that is knowledgeable of your child's educational program will complete this evaluation. You, as parent/guardians(s), will be involved in the evaluation process as well.

Enclosed you will find copies of the following documents, 504 Referral Form, Notice of Parent/Student Rights. These documents will provide you with the reasons for the evaluation as well as your rights as defined by Section 504.

It is important to note that parent or student consent for evaluation is not required under Section 504; however other rules and regulations will require the school district to obtain your permission. You will be informed of the consent required at the initial evaluation meeting.

The evaluation meeting will include the principal, classroom teacher(s), school psychologist and guidance counselor. At this meeting a 504 plan will be established for your child if it is deemed necessary to meet their educational needs or requirements. The meeting will take place on:

Date:

Time:

Location:

If you are unable to attend this meeting, copies of the plan will be mailed to you. Should you have any questions regarding the evaluation or if you would like to schedule the meeting for a different date and time, please feel free to contact the appropriate school level office. (High School 487-7001, Elementary School 487-7010)

Our school staff looks forward to working with you as we attempt to provide your child with an appropriate educational program that will best meet their individual needs.

Sincerely,

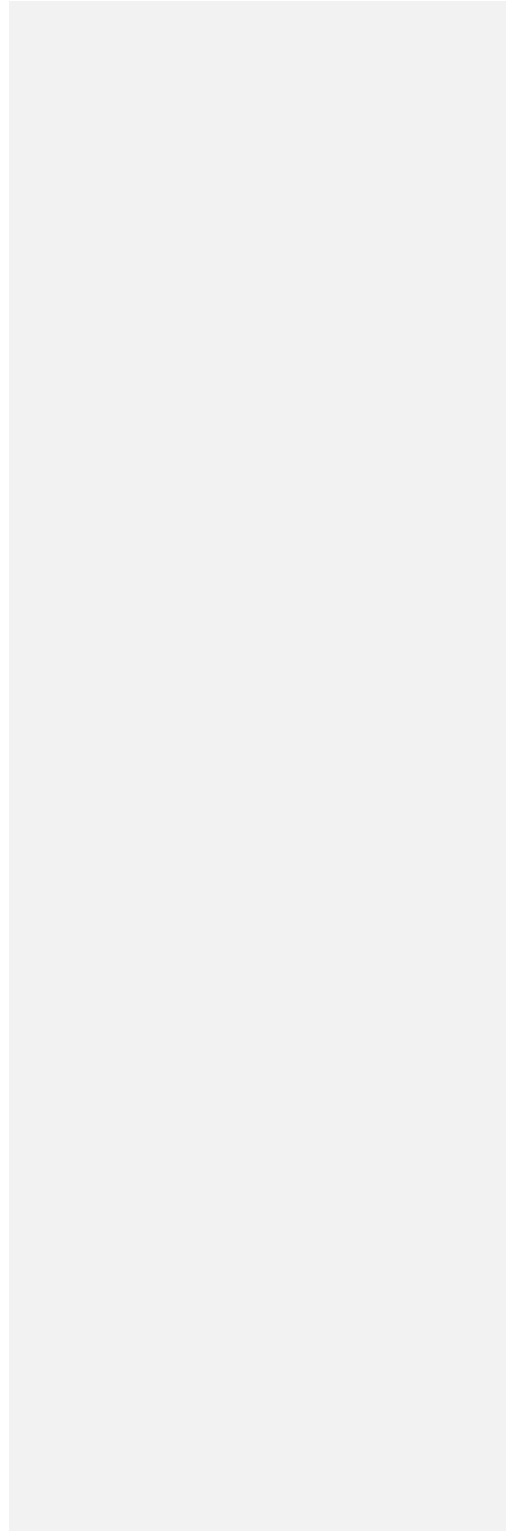
~~William Bush~~

**Principal
504 Coordinator**

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| Adopted: December 20, 2004



342.2 – RULE - SECTION 504 GUIDELINES

Introduction

Section 504 of the Rehabilitation Act of 1973 is the portion of the Act, originally authorized under Public Law 93-112, that states:

"no otherwise qualified individual with a disability in the United States shall, solely by the reason of her or his disability, be excluded from the participation in, or denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Although the Rehabilitation Act of 1973, 29 U.S.C.s. 794, was passed many years ago, it has only been in the past several years that school districts in Wisconsin have become increasingly aware of the effect of "The Act" on the operations of school districts in educating children with disabilities. One reason for this lack of concern about "The Act" is that, prior to a congressional amendment in 1986, the practice had been to assume that the Education of the Handicapped Act, 20 U.S.C.s. 1400 *et seq.* ("EHA"), provided the exclusive avenue for relief to children with disabilities. In 1986, however, Congress overturned the decision of Smith v. Robinson, 468 U.S.C.s. 992 (1984) when it enacted legislation providing that children with disabilities still had available to them a remedy under the Rehabilitation Act.

Nothing in this title shall be construed to restrict or limit the rights, procedures, and remedies available under the Constitution, Title V of the Rehabilitation Act protecting the rights of children and youth with disabilities, except that before the filing of a civil action under such laws seeking relief that is also available under this part, the procedures in subsections (b) (2) and (c) shall be exhausted to the same extent as would be required had the action been brought under this part. 20 U.S.C.s. 1415 (f).

Clarification of key terms and concepts from the Rehabilitation Act of 1973, Section 504

A. Intent

Qualified individuals with disabilities cannot be excluded from participation in school activities solely because of their disability. This includes, but is not limited to, extracurricular activities, vocational programs or instructional courses

B. Qualified Disabled Individual

Section 504 broadens the definition of an individual with disabilities as described in P.L. 94-142. A "qualified individual with disabilities" under 504 is any person who:

1. has a physical or mental impairment which substantially limits one or more major life activities
2. has a record of such an impairment; and/or
3. is regarded as having such an impairment. 29 U.S.C. s. 706 (8)

C. Physical or Mental Impairment

It is important to note that breadth and scope of the term physical or mental impairment as included in the definition of Section 504.

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respirator including speech organs cardiovascular, reproductive, digestive, genito-urinary, lymphatic, and endocrine systems, or
2. Mental retardation, organic brain syndrome, emotional or mental illness, specific learning disability. 34 C.F.R.s. 104.3 (2) (j) (i)

D. Major Life Activities

Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

34 C.F.R. s. 104.3 (j) (2) (ii).

E. Record of Impairment

Record of impairment may mean having a history of or being misclassified as having a mental or physical impairment that substantially limits one or more life activities. 34 C.F.R.s. 104.3

F. Regarded as Having an Impairment

Regarded as having an impairment refers to being treated differently by others because the individual is perceived as disabled. This includes a person who has a disability but the disability does not substantially limit major life activities. It also included an individual who does not have a disability but is treated as if they do. 34 C.F.R. s. 104

G. Qualified

A "qualified" individual with disabilities for public preschool, elementary, secondary, or adult education services is one who:

1. is of an age during which individuals without disabilities are provided such services;
2. is of an age during which it is mandatory under state law to provide such services to individuals with disabilities; or
3. is a resident of a state that is required to provide free and appropriate public education under P.L. 94-142.

H. Disabling Conditions (including but not limited to)

- | | |
|----------------------------|--|
| * AIDS | * Allergies |
| * Asthma | * Attention Deficit Hyperactivity Disorder |
| * Congenital Defects | * Diabetes |
| * Dwarfism | * Epilepsy |
| * the Formerly Handicapped | * Hemophilia |
| * Hepatitis B | * HIV Infections |

- * Obesity/Eating Disorder
- * Schizophrenia
- * Tuberculosis
- * Retinitis-Pigmentosa
- * Tourette's Syndrome
- * Other Communicable Diseases
- * Pregnancy with Medical Problems
- * Recovering Chemical Dependent
- * Temporary Physical or Mental Conditions

I. Exclusions

- * Bisexuality
- * Homosexuality
- * Pyromania
- * Transvestitism
- * Gender identity disorders not resulting from physical impairments
- * Compulsive gambling
- * Kleptomania
- * Transsexualism
- * Voyeurism
- * Psychoactive substance use disorders resulting from current illegal use of drugs

Any student eligible under IDEA is eligible under Section 504. The IDEA disabilities are:

- * Autism
- * Deaf-Blind
- * Hard of Hearing
- * Multi-handicapped
- * Deaf
- * Specific Learning Disability
- * Traumatic Brain Injury
- * Seriously Emotionally Disturbed
- * Developmentally Delayed
- * Mentally Retarded
- * Orthopedically Impaired
- * Severely and Profoundly Handicapped
- * Speech and Language Impaired
- * Visually Handicapped

Determination Parameters

Determinations regarding Section 504 eligibility and the provisions of appropriate services are not based on administrative convenience, staff shortages, and/or financial constraints. Eligibility decisions regarding a particular student will be made on an individual basis.

The identification of students eligible for protection under Section 504 will be conducted at the building level. The Section 504 team, under the direction of the principal/designee (504 Coordinator), shall process referrals for students suspected of being handicapped under Section 504.

Referral Process

Efforts will be made annually to locate and identify qualified persons with disabilities residing in the Algoma School District who are not presently receiving a public education. Notice of the availability of services and the types and location of services will be given not only to staff members and students, but also sent to nearby private schools, physicians, Public Health, Social Services, and other relevant agencies. The notice will identify the Section 504 Coordinator to contact in order to make a referral. 34 C.F.R.s. 104.8 and 104.32 (b).

Referrals for 504 may be made by classroom teachers, other school personnel, parents, outside agencies, or the students themselves. Each suspected qualified individual with a disability who has been referred to the school must be screened by the Pupil Services Team to determine what action, if any, is required in response to the referral.

The referral process will be initiated in response to any verbal or written request. Upon receipt of the request, a 504 Referral Form shall be completed by the referring teacher, parent, or support personnel. All referrals will be submitted to the principal/designee. All procedure safeguards will be maintained during the referral and screening process including written notice, confidentiality, and maintenance of the student's scholastic record.

A. Initial Screening

Upon receipt of the referral form, the principal/designee will notify the parent/guardian of the referral and the scheduled Pupil Services Team meeting. A confidential folder will be established at that time.

Although parental permission is not required to conduct child study, every effort shall be made to ensure parental attendance, particularly when the parent/guardian is the referral source. Additionally, parents should be informed that the purpose for screening is to determine if further action is needed to meet their child's educational needs.

During the Pupil Services Team meeting, the team will determine if the child's needs should be further reviewed the Individuals with Disabilities Education Act (IDEA) process, through the At-Risk Program, or through Section 504 of the Rehabilitation Act.

B. Pupil Services Team Membership

The Pupil Services Team shall consist of at least three (3) persons, including:

- * Principal/Designee
- * Student's Regular Education Teacher(s)
- * Referral Source
- * Other Participants as needed

C. Pupil Services Team

The team shall meet to review the information presented by the person who made the referral. The team will review all information available in the student's cumulative and confidential files and any other relevant materials such as work sample, reports of observation, medical records and anecdotal records.

D. Pupil Services Team Findings

The following options are available to the team:

- * Determine that there is no evidence of a disability
- * Determine if additional information is required to make a decision, (i.e. single or multiple assessments)
- * Determine that the child may be At-Risk and refer to the At-Risk

Coordinator.

- * Determine that there is a suspected disability and refer for evaluation under Section 504 to the 504 Coordinator(principal/designee).
- * Determine that there is a suspected disability and refer for evaluation under IDEA to the School Psychologist.

E. Pupil Services Team Documentation

Documentation of meetings shall be contained in the student's confidential file and will include:

- * A copy of the minutes of the meeting
- * Due process rights given to parents
- * Verification that a copy of the minutes and due process rights have been forwarded to parents if they were unable to attend.

Evaluation Process

Section 504 does not require specific evaluation components. A 504 Evaluation Team shall be formed and shall be composed of individuals who represent the various evaluation components and others as designated by the 504 Coordinator. Some of the members must be familiar with the student.

The evaluation process and/or components will be determined by the Evaluation Team based on the needs of the individual student. The goals of the evaluation process are to provide accurate data, to determine whether or not a disability exists, and to collect information that can be utilized to develop an appropriate accommodation plan if the student is determined eligible. The following guidelines will be followed during evaluation process.

A. Permission

Written approval should be obtained from the parent/guardian prior to any evaluations. Upon receipt of the signed form giving permission to evaluate, the 504 Coordinator will initiate assessment procedures by informing qualified personnel to begin evaluations. Permission will also be secured to obtain information from outside sources as necessary.

B. Time Lines

The evaluation and identification process will be completed within sixty-five (65) administrative working days of the referral.

C. Components

The following written components may be requested for use in determining eligibility:

- | | |
|---|------------------|
| * Medical | * Psychological |
| * Educational | * Socio-cultural |
| * Others as appropriate to the students' suspected disability | * Vocational |

D. Test Criteria

When conducting an assessment, evaluators will ensure that tests and other evaluation materials:

- * Are not used in a manner that is culturally or racially discriminatory.
- * Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.
- * Have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer.

- * Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- * Tests are selected and administered so as to best ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure).
- * No single procedure will be used as the sole criterion for determining an appropriate educational program for a child.

Eligibility

- A. Following completion of necessary components, the 504 Coordinator will schedule a 504 Evaluation Team meeting. The Evaluation Team shall be composed of individuals who represent the various evaluation components and others as designated by the 504 Coordinator.
- B. The parents shall be encouraged to present information relevant to the identification issue for consideration by the 504 Evaluation Team.
- C. The 504 Evaluation Team is responsible for determining the following:
 1. whether the student has a disability;
 2. the nature of the disability; and
 3. the effect of the disability on the student in the school setting.
- D. Minutes of the 504 Evaluation Team meeting shall be maintained, setting forth the justification for the decision, using the 504 Evaluation Summary Report.
- E. Parents will be invited to attend the 504 Evaluation Team meeting.
- F. For students determined eligible, a 504 Plan will be developed

- G. The 504 Coordinator shall maintain an on-going record of all students referred for review by the Evaluation Team and the disposition of each case. Records shall be maintained in a confidential folder.
- H. Following eligibility determination the 504 Coordinator shall contact the parent/guardian to communicate the decision of the team.
- I. Any students eligible under IDEA is eligible under Section 504. Accommodations or modifications are incorporated into the IEP for these eligible students.

504 Guidelines

- A. A 504 Plan is required for each child who has been determined to have a disability by the 504 Evaluation Team. Prior to the 504 Plan Conference, a copy of the 504 Evaluation Team Summary Report, 504 Due Process Rights, and a notification of the 504 Plan Conference will be forwarded to the parents.
- B. The 504 Plan will be completed within thirty (30) calendar days of the determination of 504 eligibility or triennial evaluation of students, at which time a 504 Plan Conference will be held.

At the conference, the following individuals will be present:

- * The 504 Coordinator (principal/designee)
- * A teacher or appropriate specialist
- * The student's parent (s)/ guardian(s)
- * The student when appropriate
- * Other individuals at the discretion of the parent or agency

At this conference, the parent(s)/guardian(s) will be encouraged to actively participate in an equal basis with the school's staff to develop a plan which meets the student's needs.

- C. Copies of the 504 Plan should be distributed as follows:
 - * The original to the individual student's confidential folder
 - * Copy given to the student's parent/guardian
- D. The student is assigned a case manager who is responsible both for informing all staff members involved with the student about the 504 Plan and for monitoring the plan.
- E. Annual review of the 504 Plan for students already identified under 504 shall be completed no later than the first quarter of school. The student's case manager's responsibilities include:
 - * Contacting the parent(s)/guardian(s) to arrange a mutually agreeable time for this conference.

- * Sending the parent(s)/guardian(s) a notification of the 504 Plan Conference form.
- * Documenting on the 504 Plan the date this form is sent to the parents.
- * Informing all staff members involved with the student about the 504 Plan and Conference.

Reevaluation/Triennial Review

A reevaluation will be conducted under the following conditions:

- * Every three years, or more frequently if conditions warrant (all necessary components should be completed);
- * Anytime the student's parent(s)/guardian(s) or teacher makes a request; and/or
- * Anytime significant change in accommodations are being considered and the evaluations are not current (older than 365 days).

Reevaluation may involve reviewing the existing evaluations (within 365 days) and updating those evaluations as necessary to make appropriate educational decisions, or completing new evaluations. Notice and consent will be required for all reevaluations except triennial evaluations, which require notice only.

Grievance Procedures

It is the intent of the School District of Algoma to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations, and operation. If a student's parent(s)/guardian(s) think their child has been discriminated against by the Algoma School District under Section 504 of the Rehabilitation Act of 1973, they may file a grievance according to the grievance procedures outline in district policy #411, Equal Educational Opportunities. Specific complaints may be referred to the Section 504 Coordinator.

The coordinators for the Title II, Title IX and Section 504 are: William Bush, PK-12 Principal, 1715 Division Street or 514 Fremont Street, Algoma, WI 54201, Phone number 920-487-7001 Ext 404 or 920-487-7010 Ext 1103, wbush@alghs.k12.wi.us; Merlyn Burkard, High School Guidance Counselor, 1715 Division Street, Algoma, WI 54201, 920-487-7001 Ext 306, mburkard@alghs.k12.wi.us; and Kasie Gerlikowski, Elementary School Guidance Counselor, 514 Fremont Street, Algoma, WI 54201, 920-487-7010 Ext 1255, kgerlikowski@alghs.k12.wi.us

Adopted: April 23, 2001

Revised: January 24, 2005

LEGAL REFERENCE: Section 504 of the Rehabilitation Act of 1973 (PL 93-112),

29 U.S.C.s. 794

34 Code of Federal Regulations Part 104.3

Education of the Handicapped Act (EHA), 20 U.S.C.s.
1400 et. seq.
Individuals with Disabilities Education Act (IDEA) (P.L.
101-476)
Education for All Handicapped Children Act, 1975 (P.L.
94-142)
Smith v. Robinson, 468 U.S.C.s. 992 (1984)

CROSS REFERENCE: 411 Equal Educational Opportunities
411-Rule: Student Discrimination Complaint Procedures

342.2 PROGRAMS FOR SECTION 504 STUDENTS

It is the policy of the School District of Algoma to provide appropriate alternative education programs for children who have a physical or mental impairment that substantially limits one or more of the major life activities. No otherwise qualified individual with disabilities shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity. For purposes of this policy, a qualified disabled person shall be one who satisfies the definition set forth in Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. The School District of Algoma will identify, evaluate and provide a free and appropriate public education to each handicapped student within its district boundaries. The 504 Coordinator will insure due process rights will be offered to all students eligible for services.

The coordinators for the Title II, Title IX and Section 504 are: William Bush, PK-12 Principal, 1715 Division Street or 514 Fremont Street, Algoma, WI 54201, Phone number 920-487-7001 Ext 404 or 920-487-7010 Ext 1103, wbush@alghs.k12.wi.us; Merlyn Burkard, High School Guidance Counselor, 1715 Division Street, Algoma, WI 54201, 920-487-7001 Ext 306, mburkard@alghs.k12.wi.us; and Kasie Gerlikowski, Elementary School Guidance Counselor, 514 Fremont Street, Algoma, WI 54201, 920-487-7010 Ext 1255, kgerlikowski@alghs.k12.wi.us

Adopted: April 23, 2001

Revised: January 24, 2005

LEGAL REFERENCE: Sections 504 Rehabilitation Act of 1973

342.3 GIFTED AND TALENTED PROGRAMS

In keeping with the philosophy of the School District of Algoma to provide diversified learning experiences to help each individual to attain maximum growth and development, the acceleration program enables a student to continue to progress in his or her field of excellence while still obtaining a well-rounded education. If all criteria listed has been met, the final decision regarding student placement in an accelerated program will be made by an Acceleration Committee, the student, and his/her parent(s)/guardian(s).

The Acceleration Committee will consist of at least five members. The school administrator, the guidance counselor, and faculty representation from each participating school along with parent(s) and school board member(s).

Adopted: April 23, 2001

LEGAL REFERENCE:	Sections	118.35 Wis. Statutes
		120.12 (17)
		121.02 (1) (t)
	PI 8.01 (2) (t)	Wisconsin Administrative Code

CROSS REFERENCE: 342.3-Rule: Acceleration of Gifted Students

342.3 RULE - ACCELERATION GUIDELINES

1. The initial referral for student acceleration may be made by an administrator, guidance counselor, teacher, parent, or a member of the Acceleration Committee.
2. To be eligible for consideration for acceleration, a student must score at the 97th percentile or above on a grade level achievement test, in the area recommended for acceleration.
3. Only those students receiving average or above average grades in other academic subject areas will be considered for acceleration.
4. Only if all existing programs in the school system have been exhausted, will a student be able to apply for this program.
5. The teacher of the course the accelerated student wishes to enter shall make the recommendation as to whether the class will accommodate the student's needs.
6. A conference will be held with the student being considered for acceleration and his or her parent(s) for the purpose of acquainting them with the program and receiving their recommendation as to the emotional and social readiness of the student for this academic experience. Student and parent shall have the right to recommend or decline participation in the program throughout its duration.
7. A student must achieve a score at the 97th percentile or above on a grade level standardized achievement test in areas of academic excellence. In all other areas, outstanding ability must be demonstrated based on teacher observation and classroom achievement.
8. The teacher of the course that the accelerated student wishes to enter has the option of preparing and administering an entry level test to verify the student's readiness for the course.
9. If all other criteria have been met, the final decision regarding student placement in an accelerated program will be made by the Acceleration Committee.
10. Accelerated students should be encouraged to continue taking the sequence of courses offered in the area in which they have been accelerated.
11. Students may take approved extension or correspondence courses, provided that course, or a similar one is not included in the school curriculum. All courses must be pre-approved by the superintendent prior to enrollment.

12. Credit toward graduation will be granted upon successful completion of a correspondence course. The amount of credit to be granted will be determined by the principal and the guidance counselor.

13. The student shall pay for a correspondence course when he/she signs up for it. The district will reimburse the student for tuition costs upon receipt of confirmation that the course has been completed.

Adopted: April 23, 2001

342.4 – CHILDREN-AT-RISK PLAN

The School District of Algoma recognizes that some students are “at risk” of not completing their public school educational program; therefore, the School District will make a concerted effort to identify these students at the earliest possible time and provide a written plan of intervention to prevent premature exit from the school system.

Adopted: September 26, 1988

LEGAL REF.: Sections 118.153 Wisconsin Statutes
 118.33
 121.02 (1)(n)

342.5 - TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

POLICY STATEMENT

- A. The School District of Algoma shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law.
- B. The term “related services” means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. “Assistive technology devices and services” would clearly be a functional part of the services defined. 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. Evaluation of 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. Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
 - 5. 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.
- C. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

POLICY PROCEDURE

- A. 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.
- B. 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.
- C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:

1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
 2. Team members gather baseline data if existing data does not provide all needed information.
 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 4. During a specified time frame, the trials are completed and data is collected.
 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
 6. If specific assistive technology is identified as being needed, it is written in the student's IEP.
- D. Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to 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 to be determined by the following criteria:
1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
 2. Team members gather baseline data if existing data does not provide all needed information.
 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 4. During a specified time frame, the trials are completed and data is collected.
 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.
 6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

LEGAL REF.: Chapter 115, subchapter V Wisconsin Statutes
Individuals with Disabilities Education Act Amendments of 1997

Adopted: August 22, 2005

342.62 – RULE – PROCEDURE FOR TESTING ENGLISH LANGUAGE LEARNER STUDENTS

The following procedures are based on current state rules relating to the testing of limited-English proficient students (PI 13 of the Wisconsin Administrative Code) and may need to be revised as changes are made to such rules.

A. Assessing English Proficiency

1. Each year the appointed District staff shall conduct a count of all limited English-proficient students enrolled in District schools, 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-approved English proficiency assessment instrument. The assessment shall be administered by the Director of Pupil Services or designee. 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.
3. ELL students assessed shall be classified according to their English proficiency level as outlined in state rules and described below.
 - a. **Level 1 – Beginning Preproduction** if the student does not understand or speak English with the exception of a few isolate words or expressions.
 - b. **Level 2 – Beginning Production** if all of the following criteria are met: (a) the student understands and speaks conversational English with hesitancy and difficulty, (b) the student understands parts of lessons and simple directions, and (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
 - c. **Level 3 – Intermediate** if all of the following criteria are met: (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) the student is post-emergent, developing reading comprehension and writing skills in English, and (c) the student' English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
 - d. **Level 4 – Advanced Intermediate** if all of the following are met: (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, and (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

- e. **Level 5 – Advanced** if all of the following conditions are met: (a) the student understands and speaks conversational and academic English well, (b) the student is near proficient in reading, writing, and content area skills needed to meet grade level expectations, and (c) the student requires occasional support.
 - f. **Level 6 – Formerly LEP Now Fully English Proficient** if all of the following criteria are met: (a) the student was formerly limited-English proficient and is now fully English proficient, and (b) the student reads, writes, speaks, and comprehends English within the academic classroom setting.
 - g. **Level 7 – Fully English Proficient/Never Limited 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 procedure. Reports regarding ELL students shall be made to the DPI as legally required.

B. Assessing Academic Achievement

1. Decisions regarding academic performance assessment shall be made and documented on an individual basis for each ELL student. Assessment decisions shall be made by the Director of Pupil Services or designee, principal and classroom teacher and communicated to the student's parent(s)/guardian. All communications to parents/guardians of ELL students shall be given in such manner as to provide understanding of the information. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.
2. An ELL student may not be exempted from academic assessments based on their ELL status. 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. If an ELL student is exempted from taking a state-required test, he/she shall be administered a DPI-approved alternative assessment.
 - a. Except as specified below, students at English proficiency levels 1 or 2 as outlined above 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 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) 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.

- b. Students at English proficiency levels 3 through 5 as outlined above shall participate in a state-required test but may also participate in an alternative assessment.
 - c. 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 the following: providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency; providing small group or individual testing opportunities; providing more practice tests or examples before the actual test is administered; allowing ELL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test; and allowing ELL students as much time as necessary to complete the test.
3. Student test/alternative assessment results shall be communicated to the Student's parent/guardian and to the DPI as required by law.
 4. ELL student test results shall be used consistent with District policies when making instructional, promotion and graduation decisions. Test results shall not be used as the sole criterion in exiting ELL students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary opportunities. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

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.

Adopted: August 25, 2003

Cross Reference: 343.62 Programs and Services for English Language Learners

342.62 – PROGRAMS AND SERVICES FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes that within the district there may be students whose primary language is not English. With that in mind, the Board shall provide appropriate services for district students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established academic standards.

English language learner students shall be identified, via the district designed Home Language Survey, as part of the school enrollment process. State law defines an ELL student as a student whose ability to use the English language is limited because of the use of non-English language in his/her family or in his/her daily nonschool surroundings, and who has difficulty with reading, writing, and speaking or comprehending in English within the academic classroom setting. Once ELL students are identified, their English proficiency shall be assessed; they shall be classified according to their English proficiency level, and placed in an appropriate educational program.

Specialized instruction materials and techniques designed to teach English to speakers of other languages shall be used in the district. An ELL student or small group of students may work with a qualified teacher/tutor to develop their English language skills at school and/or home. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually and be based on student need. If a sufficient number of ELL students identified are of the same language group to meet statutory requirement (ss 115.97); the Board shall establish and implement a bilingual-bicultural education program as required by state law.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer state-required tests to an ELL student unless a determination has been made that the result of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any 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 alternate assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from bilingual-bicultural educational program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

Parents/guardians of ELL students shall be notified of student testing arrangements and of educational programs, services and parental involvement strategies 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.

Reclassification of ELL Student (Exiting). In order for a student to no longer be classified limited English proficient, they will (per ESEA Bulletin No. 07.02):

1. Understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
2. Read and comprehend English as evidenced by successful classroom performance and average district score on standardized achievement tests;
3. Write English as evidenced by successful classroom performance and average district scores on standardized achievement tests; and
4. Meet or exceed district guidelines in their academic subjects.

In addition, the student:

- Is in the fourth grade at a minimum
- Has attained an English language proficiency (ELP) advanced level 5
- Two or more additional pieces of evidence of ELP must be evaluated and kept on file in the district for two additional years
- Parents and teachers agree that the student has reached full English proficiency

In general, when the student scores a Level 6.0 composite score on the ACCESS for ELLs the student is exited from the English Language Proficiency Program.

Re-Entry into ELP Program

1. If the need to reverse a reclassification decision occurs, student will be allowed to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature (per ESEA Bulletin No. 07.02).

Adopted: August 25, 2003

Revised: January 24, 2011

Cross Reference: 342.62 Rule – Procedures for Testing English Language Learner Students

343.42 YOUTH OPTIONS

The Board of Education of the School District of Algoma in compliance with state statutes will allow junior and senior students, who meet specific requirements, to take post-secondary courses at a UW institution, a Wisconsin Technical College, or one of the state's participating private, non-profit, institutions of higher education. The purpose of participating in this program would be to take one or more college course not offered at Algoma High School. Students receive high school and/or college credit. Requirements for participation in the Youth Options program shall include:

1. The school board will pay for no more than 18 credits taken during a student's high school career.
2. The Youth Options program is open to junior and senior students only.
3. The student must be in good academic standing
4. Any student who intends to enroll in an institution of higher education under this program shall notify the school board no later than March 1 if the student intends to enroll in a fall semester course, and no later than October 1 if the student intends to enroll in a spring semester course. This notice shall include the titles of the course(s) in which the student intends to enroll and the number of credits of each course, and shall specify whether they will be taking the course for high school or post-secondary credit.
5. If the student intends to take the course for high school credit, the school board shall determine whether the course(s) is comparable to a course offered in the school district, and whether the course(s) satisfies any of the high school graduation requirements and the number of high school credits to award the student for the course(s).
6. If a student receives a failing grade or fails to complete (drops) a course for which the school district has made payment, the school board will request reimbursement for all costs related to the course(s). Reimbursement **shall** be requested from the student if they are an adult or from the student's parent or guardian.
7. Students who fail to provide reimbursement for a dropped or failed course(s) are not eligible for the Youth Options program.
8. Students may only be admitted to an institute of higher learning if there is space available in the course(s).
9. If the student is attending an institution within the UW System, the actual costs of tuition, fees, books and other necessary materials directly related to the course(s) will be paid by the school district. These fees may not exceed the amount that would be charged a student who is a resident of this state. The textbooks become the property of the school district upon completion of the course(s).
10. A student who is taking a course under Youth Options for high school credit will be responsible for the tuition and fees if the course(s) is comparable to a course offered in the district.
11. A student taking a course(s) at an institution of higher education for post-secondary credit only is responsible for the tuition and fees for the course(s).

12. The school board is not responsible for providing transportation to the institute of higher education.
13. Annually by October 1, each school board shall provide information about the Youth Options to all students enrolled in the school district in the 9th, 10th and 11th grades.

Legal reference: WS118.55

Adopted: April 23, 2001

Revised: January 24, 2005

345.1 GRADING SYSTEMS

It shall be the policy of the School District to evaluate student achievement in grades Kindergarten through 12. The issuance of grades on a regular basis serves to:

- a. promote a process of continuous evaluation of student performance;
- b. inform the student and his/her parent(s) or guardian of the student's progress;
- c. provide a basis for bringing about change in student performance if such change is deemed necessary.

Specific grading systems shall be developed for various grade levels by the building principal.

The School District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, color, religion, national origin (including LEP), ancestry, creed, pregnancy, marital status, parental status, sexual orientation or physical disability, mental disability, emotional disability or learning disability/handicap or homeless status.

Discrimination complaints shall be handled in accordance with established procedures.

Adopted: April 23, 2001
Revised: January 24, 2005

LEGAL REFERENCE: Sections 118.13 Wis. Statues

CROSS REFERENCE: 411-Rule: Student Discrimination Complaint Procedures

345.2 - STUDENT PROGRESS REPORTS TO PARENTS

Periodic progress reports will be provided to parents of all students both through written reports and parent-teacher conferences. These reports and conferences shall be of such frequency as to enable parents to clearly understand the student's strengths and weaknesses. Parental contact shall be made when a student is failing. This shall be done minimally at mid-quarter and end of quarter.

Adopted: September 26, 1988

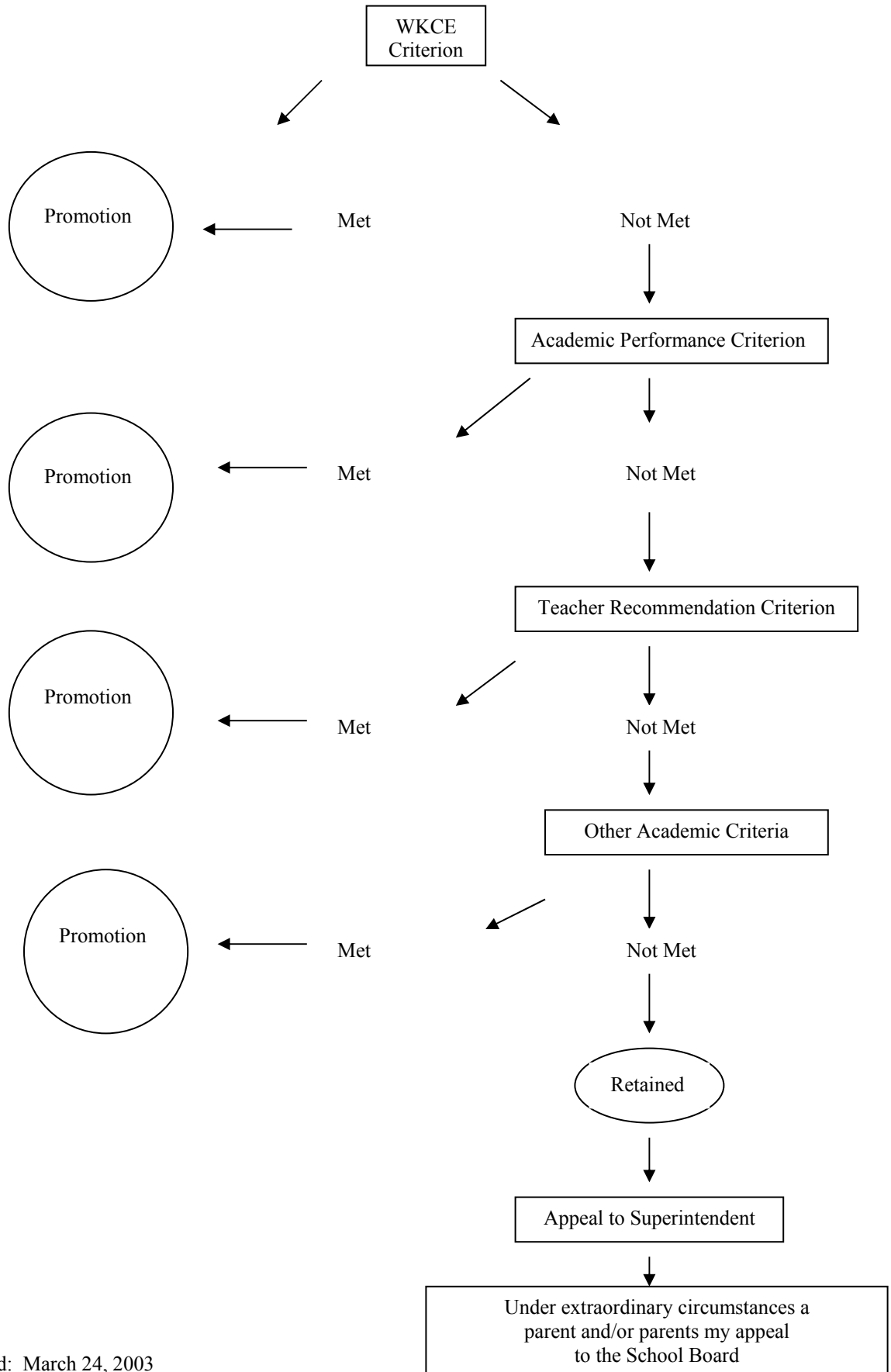
345.4 - PROMOTION

- A. A student's progress from kindergarten through high school graduation shall be based upon the attainment of educational objectives and standards. These objectives and standards shall be set, taking into consideration the individual child's ability, social, emotional, and physical growth and aptitude. Judgement as to the attainment of these objectives will be primarily that of the teacher aided by such specialists as provided by the district subject to approval of the principal.
- B. Children with Exceptional Educational Needs will progress according to fulfillment of objectives set by the Individual Educational Planning Team and Individualized Education Program. Such determination will be made by the involved teachers, director of special education, principal, and parents.
- C. Parents may appeal any promotion decision to the Superintendent and if not satisfied then the appeal will go to the Board of Education

Adopted: September 26, 1988

345.5 Exhibit - Grade Advancement Policy

The Procedure for grade advancement is diagramed below.



345.5 - Fourth And Eighth Grade Advancement Policy

The philosophy of the Algoma School District is for all students to achieve optimal learning based on high expectations and considerations of their abilities and needs. The School Board recognizes that students have diverse capabilities, interests, and individual patterns of growth and learning. Therefore, the School Board believes it is important that teachers have as much accurate knowledge of each student as is possible through; tests, observation of students' intelligence, achievement, work habits, skills, health, and home environment.

Because the promotion of students from fourth grade to the fifth grade and from the eighth grade to the ninth grade is affected by State Statutes (ss 118.33)(6)(a), this grade advancement policy applies to such promotions. Other district policies relating to the promotion of students apply if they are not inconsistent with this policy. Beginning on September 1, 2002, no student may be promoted from the fourth grade to the fifth grade and eighth grade to the ninth grade unless the student satisfies the criteria for promotion in this policy.

Grade Advancement decisions will be based on the criteria listed below. For those students opted-out of the WKCE judgement is based on the other specific criteria.

WKCE SCORE

- A.) Students score on the WKCE (Wisconsin Knowledge and Concepts Exam) receives a score of basic or above on all of the five (5) sub-tests that comprise the WKCE.

and

STUDENT ACADEMIC PERFORMANCE

- B.) Student passes all four (4) courses (math, language arts, social studies, and science

or

Student successfully completes the goals and objectives on the Individual Education Plan (IEP).

or

TEACHER RECOMMENDATIONS

- C.) Securing a consensus recommendation from the grade advancement committee. The grade advancement committee will consist of the Principal,

Guidance Counselor, and one or two teachers from whom the student has taken courses.

OTHER ACADEMIC CRITERIA SPECIFIED BY THE SCHOOL BOARD

D.) Parent involvement is encouraged in the promotion decision; however, the final decision rests with the School.

It is recommended that the student will participate and complete remedial programs during school, after school, and/or summer school. We encourage parents and student to work with school personnel and take ownership on the implementation and completion of the plan.

The district administrator shall be responsible for the general supervision and management of the promotion of students under this policy. The district administrator or, if assigned the responsibility by the district administrator, the building principal shall determine whether a student has satisfied the criteria in this policy. The policy is designed to encourage early identification and interventions for those students who have academic, behavioral, and/or emotional difficulties. Written confirmation will be sent to the parent/guardians regarding the final decision at the end of the school year.

Adopted: May 20, 2002

Revised: October 18, 2004

345.6 – GRADUATION REQUIREMENTS

Normally four (4) full years of attendance will be required; however, under special circumstances, the principal may adjust this requirement when it is in the best interest of the student. Students may apply during their 1st semester of their senior year. See Guidance for information and forms.

The following graduation requirements have been established by the Board of Education for the **Class of 2005 and beyond**:

<u>Year of Graduation</u>	2005-2007 Competency Diploma	2004/05 Standard Diploma	2005/06 Standard Diploma	2006/07 Standard Diploma	2007/08 and Beyond Single Diploma
<u>Course Requirements</u>					
English	4.0 Credits	4.0 Credits	4.0 Credits	4.0 Credits	4.0 Credits
Social Studies	3.0 Credits	3.5 Credits	3.5 Credits	3.5 Credits	3.5 Credits
Science	2.0 Credits	3.0Credits	3.0Credits	3.0Credits	3.0Credits
Math	2.0 Credits	3.0Credits	3.0Credits	3.0Credits	3.0Credits
Physical Education	1.5 Credits	1.5 Credits	1.5 Credits	1.5 Credits	1.5 Credits
Health Education	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits
Information Processing or Basic Micro Applications	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits
Consumer Business Life Skills	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits
Fine Arts	N.A.	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits
Parenting	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits	0.5 Credits
Electives	7.5 Credits	9.5 Credits	8.5 Credits	7.5 Credits	6.5 Credits
Total Credits For Graduation	22.0 Credits	27.0 Credits	26.0 Credits	25.0 Credits	24.0 Credits

A credit shall consist of the successful completion of two semesters of course work. Fractional credit shall also be given for courses not meeting for a full year. Exemption from the physical education requirement may be obtained only upon recommendation of a physician.

Credit for transfer students will be evaluated by the Principal and treated in the following manner:

- A. Transfer students from within the State of Wisconsin shall meet graduation requirements established by the State of Wisconsin Department of Public Instruction and the Board of Education of the School District of Algoma.
- B. Transfer students from outside of the State or private school shall not be denied the opportunity to graduate from high school in the normal four year period because of noncompliance with the above, provided they have successfully completed their course work to the date of transfer and were on schedule (credit-wise) to graduate in their previously attended high school and continue to maintain satisfactory performance while enrolled in Algoma High School. The principal will evaluate their record and make allowances according to their year in school at the time of transfer to Algoma High School. Where possible, attempts will be made to complete deficiencies.
- C. Transfer students from a home-based private educational program shall meet graduation requirements established by the State of Wisconsin Department of Public Instruction and the Board of Education of the School District of Algoma.

Weighted Grades for Advanced Placement Courses

In an effort to increase student interest in and reward students wishing to add rigor to their course selection, beginning with the class of 2006, students electing to take Advanced Placement courses will have a weighted grading system. The weighted grading system will work as follows:

Student Grade in Course	Grade Points Earned
A	5
B	4
C	2
D	1
F	0

“Graduate Equivalency Diploma”

Students unable to earn a competency diploma will be encouraged to pursue their GED through Northeast Wisconsin Technical College.

Alternative Education Criteria

The School Board will determine if a student has demonstrated a level of proficiency in the subjects listed equivalent to which he/she would have attained if he/she had satisfied the regular requirements. Criteria may include elements such as performance and portfolio assessment, grade-point averages, attendance, teacher and parent input, and other relevant factors. Attainment of this criteria will be determined by consensus through the expert judgment of a committee of professional educators, and the parent (s) or legal guardian (s). The committee shall, at a minimum, consist of the building principal, guidance counselor, and one (1) teacher from each of the four (4) core subjects to be assessed.

Student Accommodations

Students with exceptional educational needs (EEN) as authorized by Section 118.33 Wisconsin Statutes shall be provided accommodations as determined by the board and approved by the Superintendent of Public Instruction.

A diploma may be granted if the following requirements are met: (a) the student is enrolled in an alternative education program approved by the board; and (b) the board has determined that the student had demonstrated a level of proficiency in English, Social Studies, Mathematics, Science, Physical Education, Health and 9 elective credits equivalent to the proficiency which a student would have attained if he/she had completed graduation requirements.

Adopted: September 24, 2001

Revised: May 24, 2004

LEGAL REFERENCE: Sections 118.01 Wis. Statutes
118.01 (2) (c)
118.33
121.02 (1) (p)
P1 18 Wisconsin Administrative Code

CROSS REF.: 342.4 Children-At-Risk Plan
345.61 Graduation Exercises

345.61 – GRADUATION EXERCISES

No member of the graduating class shall take part in the commencement ceremony without having met the requirements for graduation, nor shall unsigned diplomas be issued.

Veterans meeting the requirements to receive their diploma, pursuant to Wisconsin Act 98, may be allowed to participate in the commencement ceremony.

Upon request, only those adults attending the regular high school program may participate in graduation ceremonies at the end of the school year.

There shall be no school sponsored prayer or other religious exercise included as part of a district graduation exercise.

Adopted: September 26, 1988

Revised: July 22, 2002

LEGAL REFERENCE SECTIONS: 118.33 Wisconsin Statutes
 121.01 (1)(p)
 PI 18, Wisconsin Administrative Code
 Wisconsin Act 98-State Statute 118.33

CROSS REFERENCE: 345.6 Graduation Requirements

345.63 – EARLY GRADUATION

A student who desires to graduate early shall:

- a. Make a formal request in writing, signed by their parent(s)/guardian(s), to the high school principal.
- b. Make a written plan for post graduation.
- c. Complete a student portfolio.
- d. Meet all graduation requirements.
- e. Have Guidance recommendation for Early Graduation.

All requests shall be made at least one semester prior to the expected term of completion (August of the graduation school year).

Adopted: June, 1998

CROSS REF.: 345.6 Graduation Requirements.

346-RULE - TESTING GUIDELINES

The School District of Algoma believes that exceptional educational needs (EEN) students should have opportunities to acquire and demonstrate competence in various academic areas. These opportunities may be through achievement tests, class work, or other means as deemed appropriate by the Individual Education Program.

The Individual Education Program (IEP) process will serve as the vehicle for making decisions about the demonstration of academic competence for each individual EEN student. The IEP will be used to plan the EEN child's educational program and the EEN child's participation in the district testing programs. The IEP will clearly address the specific testing program which each EEN child will follow and how the EEN student will demonstrate competence in academic areas.

Any Wisconsin student with limited English speaking (LES) as defined in sec. 115.955(7) Wis. Stats., must be excluded from the Third Grade Reading Test administered under Standard (r) if the student's language proficiency meets the criteria under PI 13.03(3)(a-d). Any student with English language proficiency meeting criterion (e) under PI 13.03 must be administered the Third Grade Reading Test for the purpose of meeting Standard (r).

Test results will not be used as the sole criterion in exiting LES students from a bilingual-bicultural education program or in determining grade promotion, eligibility for graduation or eligibility for participation in post-secondary education opportunities.

Adopted: April 23, 2001

346 TESTING PROGRAMS

The testing program in the school district shall be designed to yield information on student achievement and study ability. Professional staff are expected to use the test results as an aid in the evaluation of individual students and instructional programs designed to ensure student success in the home, school, community and as citizens in our democratic nation.

The district administrator shall issue regulations to ensure the confidentiality of testing reports and results. General testing reports shall be made to the Department of Public Instruction and to the public in accordance with state law.

The district testing program shall embody those tests required by state laws and regulations. Beginning in the school year 2003-2004 a graduation exam will be administered by the board at least twice each school year. The board shall determine the high school grades in which the exam will be administered each school year.

Students with exceptional educational needs (EEN) and limited-English speaking (LES) students shall participate in the district's standardized testing programs in accordance with state law and established guidelines.

The School District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, color, religion, national origin (including LEP), ancestry, creed, pregnancy, marital status, parental status, sexual orientation or physical disability, mental disability, emotional disability or learning disability/handicap or homeless status.

Discrimination complaints shall be handled in accordance with established procedures.

Adopted: April 23, 2001

Revised: January 24, 2005

LEGAL REFERENCES:	Sections	118.13 Wis. Statutes
		118.30
		120.12 (2)
		121.12 (l) (o) (r)
		Wisconsin Act 27

CROSS REFERENCE:	346-Rule: Testing Guidelines
	411-Rule: Student Discrimination Complaint Procedures

347 – EXHIBIT A - STUDENT RECORDS NOTICE

The Algoma School District maintains student records for each student attending school in the district. These records include:

- 1) student progress records - courses taken, grades, attendance, immunizations, and extracurricular activities.
- 2) Student behavioral records – standardized achievement tests, psychological test, personality evaluation, records of conversations, written statements relating to an individual student’s behavior, student physical health records other than immunizations, law enforcement records obtained by the district and other student records which are not progress records.

Further, the District has designated the following student record information as directory data: student's name, address, telephone listing, date and place of birth, current grade level in school, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees, awards and honors received and name of school most recently attended by the student.

This information may be disclosed to any person UNLESS the adult student, or parent, legal guardian or guardian ad litem of a minor student informs the school within 14 days of receipt of this notice that all or any part of the directory data may not be released without the prior consent of the adult student, parent, legal guardian or guardian ad litem. This designation will remain in effect until it is modified by the written direction of the adult student or parent, legal guardian or guardian ad litem of a minor student.

State and federal laws require that the maintenance of student records assure confidentiality. Accordingly, the following shall apply in the District:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with Policy #347.1. Copies of the District's student records procedures are available upon request at the Algoma District Office, 1715 Division St., Algoma, Wisconsin 54201. Regular office hours are: 7:30 AM – 4:00 PM, Monday through Friday.

2. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with Policy # 347.1 - Directory Information. Copies of the District's procedures are available upon request as outlined above.
3. An adult student, or the parent(s)/guardian(s) of a minor student, 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 which permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interest, in the records. A "school official" is a person employed by the Algoma School District who is required by the Department of Public Instruction to hold a license; 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 officers); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student 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.

The District shall transfer a student's records to another school or school district without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with Family Policy Compliance Office of 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 20202-4605

Adopted: April 23, 2001

347 RULE - STUDENT RECORDS PROCEDURES

DEFINITIONS

Student records include all records relating to an individual student, regardless of format, other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and records necessary for and available only to persons involved in the psychological treatment of a student.

Progress records include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's attendance record and records of the student's extracurricular activities.

Behavioral records include standardized achievement tests, psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, student physical health records other than his/her immunization records, law enforcement records and any other student records which are not progress records.

- a. "Student physical health records" include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
- b. "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.
- c. "Law enforcement 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 (AOD) by a student enrolled in the District;
 - (2) the illegal possession of a dangerous weapon by a child;
 - (3) and 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 certain specified 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 request of the District Administrator or designee, subject to the agency's official policy. Once the record information is received the student named in the records and the parent/guardian of any minor student named in the records shall be notified of the information.

d. "Court records" include those records received from a court clerk concerning a juvenile enrolled in the District who:

- (1) has held 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 deposition 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.

Directory data as designated by the Board of Education, includes a student's name, address, telephone listing, date and place of birth, current grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees, awards and honors received and the name of school most recently attended by the student.

CONFIDENTIALITY

All student progress and behavioral records maintained by the School District shall be confidential with the following exceptions:

General Access

- a. A student or the parent/guardian of a minor student shall, upon request, be provided with a copy of the student's progress records.
- b. An adult student or the parent/guardian 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. Such a student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.
- c. The judge of any court of Wisconsin or of the United States shall, upon request, be provided by the Board Clerk or designee with a copy of all progress records of a student who is the subject of any proceeding in such court. The District shall make a reasonable effort to notify the parent/guardian of adult student of the order in advance of compliance therewith, except as otherwise provided by law.
- d. If school attendance is a condition of a student's deposition order under section 48.355 (2) (b) 7 or 938.358 (2), the Board shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.
- e. 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/guardian shall be notified of that disclosure as soon as practicable after the disclosure.

f. 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.

g. Student records shall be made available to school officials who have been determined by the Board to have legitimate educational interests, including safety interests, in such records. 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 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 and police-school liaison personnel); 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, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee; or assisting another school official in performing his/her tasks. 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.

- (1) If law enforcement record information obtained by the District relates to a District student, the information shall 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, including action under the District's athletic code.
- (2) 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.

- h. Upon the written permission of an adult, student or the parent/guardian 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 adult student or by the parent/guardian of a minor student in the written request.
- i. 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 court may turn said records of parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency. The District shall make a reasonable effort to notify the parent/guardian or adult student of the subpoena in advance of compliance therewith, except when otherwise provided by law.
- j. The District may provide the DPI or any public officer with information required under Chapters 115 to 121 of the state statutes. Upon request, the Board shall provide the DPI with any student record information that relates to an audit of evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions.
- k. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the IEP team in accordance with 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.
- m. Upon request, the Board Clerk shall provide the names of students who have withdrawn from school prior to graduation to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Workforce Development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
- n. A student's records shall be disclosed in compliance with a court order under Wisconsin's delinquency statutes after a reasonable effort has been made to notify the student's parent/guardian.
- o. In response to a court order, the District shall provide to the court the names of all persons known by the District to be dropouts and who reside within the county in which the circuit court or the municipality court is located.

- p. Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse).
- q. Personally identifiable information from the student records of an adult student may be disclosed to the parent of the adult student without the written consent of the adult student if the adult student is a dependent of his/her parent for tax purposes (under the Federal Internal Revenue Code, 26 USC). This may be done unless the adult student has informed the school, in writing, that the information may not be disclosed.
- r. The District shall, upon request, provide student disciplinary records necessary for purposes of student enrollment in another public school district as permitted by law. These records may include:
- (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 disciplinary proceedings.

Access to Directory Data

Except as otherwise provided below, directory data may be disclosed to any person after the school has: (1) notified the parent, legal guardian or guardian ad litem of the categories of information which it has designated as directory data with respect to each student, (2) 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 (3) 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 the student. At the end of this two-week period, each student's records will be appropriately marked by the written direction of the student's parent/guardian or guardian ad litem or the adult student.

- a. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college district board.

- b. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college district board.

Access to 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.

RECORDS MAINTENANCE/DISCLOSURE

While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. When the student ceases to be enrolled in a school operated by the District, his/her records will be transferred to the central administrative office. Patient health care records and law enforcement records shall be maintained separately from a student's other records.

The building principal shall have a primary responsibility for maintaining the confidentiality of all student records kept at that school. All requests for inspection or for transfer to another school or school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these guidelines. The building principal or his/her qualified designee shall be present to interpret behavioral records when inspection is made under Section B (2) (b) above. Upon transfer of student records to the central administrative office, the District Administrator or his/her qualified designee shall assume these duties.

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:

- a. the parent/guardian or adult students;
- b. a school official;
- c. a party with written consent from the parent/guardian or adult student;

- d. a party seeking directory data; or
- e. 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.

TRANSFER OF RECORDS

Student records relating to a specific student shall be transferred to another school district upon receipt of written notice from:

- a. an adult student, or the parent/guardian of a minor student, that the student intends to enroll in the other school or school district;
- b. another school or school district that the student has enrolled; or
- c. a court that a student has been placed in a juvenile correctional facility or secured child caring institution.

AMENDMENT OF RECORDS

A parent/guardian or adult student 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 school official having custody of the records. Within a reasonable time after receiving the request, the District shall decide whether to amend the records in accordance with the request and inform the parent/guardian or adult student of the decision.

If the District refuses to amend the records, it shall inform the parent/guardian or adult student of the refusal and advise him/her of the right to a hearing before the Board. The request for the hearing shall be filed in writing with the District Administrator. The parent/guardian or adult student shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.

- a. The Board President shall conduct the hearing. He/She shall designate two other Board members to serve with him/her on the hearing panel.
- b. The parent/guardian or adult student 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/guardian or adult student 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 District shall inform the parent/guardian or adult student 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.

RECORDS RETENTION

Records that are transferred to the central administrative office when the student ceases to be enrolled shall be maintained as follows:

a. All behavioral records will be destroyed one year after the date the student graduates from or last attends a school in the District unless the student, or the parent/guardian of a minor student, gives permission that the records may be maintained for a longer period of time. Where such written permission is received, behavioral records shall be maintained for the time period specified in the written permission or, if no such time period is noted, for as long as the District's needs require.

b. Student progress records shall be retained permanently after the student ceases to be enrolled in the District.

c. The District shall not destroy any educational records of a student if there is an outstanding request to inspect and review them.

COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

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

ANNUAL NOTICE

Parent/guardians and adult students shall be notified annually of the following:

- a. the content of student records maintained by the District and the time during which they will be maintained;
- b. their rights to inspect, review and obtain copies of student records;
- c. their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading;
- d. 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;
- e. the categories of student record information which have been designated as directory data and their right to deny the release of such information; and
- f. their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

The notice shall be published in the official newspaper and distributed to parents/guardians and adult students within the first three weeks 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)/guardian shall receive a copy of the notice at the time and place of enrollment.

Adopted: April 23, 2001

**347.1 EXHIBIT A– DIRECTORY INFORMATION
RELEASE**

Dear Parent:

In order to comply with the Federal Educational Rights and Privacy Act (FERPA), we are asking that you sign the following statement which allows the Algoma School District to release “Directory Information” to organizations such as newspapers and colleges.

Under the Federal Educational Rights and Privacy Act (FERPA), school districts and school district staff may not disclose a student’s education record without the consent of the student’s parents, except in certain circumstances.

Of course, schools and school districts must routinely release some student information in the normal course of their operations. FERPA thus allows schools to disclose information contained in a student’s education record which would not generally be considered harmful or an invasion of privacy if disclosed, but only after the school first gives notice to the parents and grants them the opportunity to prohibit the information’s release This information – “directory information” under FERPA – includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight of athletic team members, dates of attendance, degrees and award received (this would also include Honor Roll, Top Ten Seniors, Valedictorian, Salutatorian and other such awards), and the most recent previous educational agency or institution attended.

Please sign and return this form **only** if you **DO NOT** want the directory information disclosed to the media, and college representatives. If you do not return this form to the school we will assume that you are authorizing Algoma School District to release directory information about your student.

If you have any questions about FERPA please feel free to contact your child’s building principal at the following numbers.

- (920) 487-7001 Algoma High School
- (920) 487-7010 Algoma Elementary School

Student’s Name/s: _____

I do not authorize Algoma School District to release appropriate Directory Information to media sources and colleges.

(Parent Signature)
Adopted: April 23, 2001

(Date)

347.1 – EXHIBIT B – DIRECTORY INFORMATION

ALGOMA PUBLIC SCHOOL

Public Release Information Sheet

Parent's Name: _____

Phone Number _____

Address: _____

Date of Birth: _____ **Place of Birth** _____

Grade in School: _____ **Dates of Attendance:** _____

For Athletes: _____ wt. _____ ht.

Honors and Awards _____

Sports and Activities _____

Name of School Most Recently Attended: _____

Other information: _____

***Student photograph may be disclosed**

Adopted: April 23, 2001

347 - STUDENT RECORDS

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

The Board of Education recognized the need for confidentiality of student records. Therefore, the School District of Algoma 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 parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval.

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

Adopted: April 23, 2001

LEGAL REFERENCE:	Sections	115.85 (4) Wis. Statutes 118.125 118.126 118.127 118.51 118.52 146.81 - 146.83 252.15 767.24 (7) 938.396
		Family Educational Rights and Privacy Act (20 U.S.C. Section 123g, 45 C.F.R. Sec. 99)
CROSS REFERENCE:	Procedures	347-Rule, Guidelines for the Maintenance and Confidentiality of Student Records Policy 821, Access to Public Records

352 EXHIBIT – RULES OF STUDENT CONDUCT

1. The use of alcoholic beverages, marijuana, and chemical or controlled substances is prohibited.
2. Possession or carrying of knives, firearms, or any other weapon is prohibited.
3. The use of tobacco products will not be permitted on school-sponsored trips.
4. Any games or activities, which involve the exchange of money or other items of value, are prohibited.
5. Abusive language and/or conduct endangering the safety of tour participants and/or tour service persons are prohibited.
6. Students must remain with the group at all times unless the group leader gives special permission. A “buddy system” will be employed in all cases when students leave the group. No student shall leave the group or group’s headquarters at any time during the trip without permission of the staff member in charge. If permission is granted, students shall provide the staff member with information such as (but not limited to): time of departure, destination, persons accompanying him/her, and expected time of return.
7. Students are expected to be punctual and careful listeners.
8. All participants shall adhere to the preceding stipulations and any other rules introduced out of necessity during the course of the trip, regardless of whether or not they have reached their 18th birthday.
9. Whenever a student is in doubt about what to do, he/she is expected to seek advice from the tour counselor or other adult member of the group.
10. The parent/guardian of any student carrying prescribed medication will be required to inform the staff member in charge, in writing, in advance of the trip, of the type of medication and instructions for its use.
11. If there are serious infractions of rules of conduct or violations of local law, a student may be sent home at the expense of the family. Prompt notice of such action will be given to the principal, the student and parents/guardians.
12. Hitch hiking and the rental or driving of motorized vehicles is not allowed.
13. Rules regarding student conduct in school apply to the extent applicable while on a field trip. A student is subject to the District’s usual student disciplinary procedures if he/she violates any of the rules while on a field trip. Adequate supervision in the form of chaperones will be provided for all field trips.

14. Students will be required to observe student dress code guidelines as determined necessary by the administration and established by School Board policy.

The following guidelines apply only to extended field trips:

15. In the interest of maintaining good human relations among members of the tour group and between the school group and its hosts, respect is to be shown for everyone, including (but not limited to): trip chaperones, other group members and tour staff, airline and hotel staff, tour directors and other service persons with whom the group comes in contact.

16. All scheduled activities in the program are obligatory. A student who is ill and, therefore, unable to attend must inform his/her tour counselor

17. To ensure a reasonable state of alertness for the following day's activities, evening curfew hours will be established and strictly observed.

18. Hotel room doors must be kept wide open at all times when members of the opposite sex are visiting.

19. Students who wish to visit with relatives and/or friends along the way shall meet them where the group is assembled. Written parent/guardian approval with prearranged plans will be required in advance of the trip departure.

I have read, understand and agree to abide by the Rules of Student Conduct.

Student Signature

Date

As parent/guardian of the above named student, I have discussed the Rules of Student Conduct with my son/daughter. I agree that these rules should be followed. I have provided the necessary emergency medical information and give permission for my son/daughter to participate in this field trip.

Parent/Guardian Signature

Date

Adopted: December 17, 2001

352 RULE – FIELD TRIP GUIDELINES

School-Sponsored Extended Field Trips

Extended trips are those trips involving overnight arrangements and considered to be part of the school's program.

All proposals for school-sponsored extended trips shall be presented to the administration prior to any preliminary discussion with students or any public announcements.

No fund-raising activities for an extended trip may occur before trip approval is granted.

Participation in school-sponsored extended trips shall be voluntary. No student will be subjected to real or implied retribution if he/she chooses not to participate in any extended trip.

Only trips that have met the guidelines as expressed and have been approved by the Administrative Team are recognized as School District of Algoma trips. The district shall not permit use of facilities, time, or staff involvement in advertising or promotion of unauthorized trips or tours.

1. A request for a school-sponsored extended trip should be submitted in writing to the building principal for approval. It should be submitted a minimum of 90 days prior to the trip, and include the following information:
 - a. An explanation of all financial arrangements.
 - b. The cost of the trip per participant, what is included in the price, and what is not included in the price.
 - c. The length of time of travel including departure and return times, dates, distances, and modes of travel.
 - (1) Every attempt should be made to schedule trips during vacation periods. If travel arrangements necessitate that school days are missed, the administration may approve facility and student absences. An anticipated amount of the school time lost must be included.
 - (2) All transportation must be with a bonded carrier. Assurances shall be required. (A certificate of insurance must be attached to the request.)
 - d. A count of the number of free transports, if any are furnished, and to whom they will be granted.
 - e. Approximate number of students.
 - f. A list of the names of chaperones who will accompany the students. The trip organizer is to be an employee of the School District of Algoma. Additional supervisors are to be adults approved by the administration.
 - (1) Each trip shall have a minimum of two chaperones, where appropriate.
 - (2) Supervision shall be provided in the ratio of no more than fifteen (15) students per adult.
 - g. The instructional purposes of each trip or tour.

- h. Evidence of insurance coverage. The Director of Business Services should be contacted in writing regarding insurance coverage.
 - i. A list of fund-raising activities and/or organizations that will be solicited for support.
- 2. All field trip costs must be budgeted for in advance of field trip approval. The cost of substitutes shall be incorporated into the cost of the trip and borne by participants, fund-raising activities, or other approved funds. Travel, lodging, meal expenses, and stipends, if any, of district employee shall be considered part of the total cost of the trip. Costs and resources to be used must be outlined as part of the field trip request document.
- 3. School-sponsored extended trips cannot make a profit.
- 4. Student participants will furnish written parent permission and medical emergency information, along with authorization for medical care, prior to the extended school trip.
- 5. All students participating in extended trips are expected to abide by trip conduct rules and regulations and the rules of the school. Any student violating such rules will be subject to disciplinary action up to and including being sent home at the expense of the parent/guardian. A parent meeting will be held or a letter will be sent home, along with the parent permission form, explaining the rules.
- 6. An alphabetized list of students and other individuals participating in the trip will be on file in the principal's office one week before departure. The list of students will be distributed to the faculty and attendance office at this time (dates of trip to be included) if there will be school days involved.
- 7. Money deposits will be forfeited if a student signs up for an extended trip, then decides not to participate in the trip after deadlines for dropping have been given.
- 8. The Administrative Team shall review all requests for school sponsored extended trips.
- 9. Each school-sponsored field trip experience must be evaluated by the teacher using the School-Sponsored Extended Trip Evaluation Form. The evaluation must be submitted to the school principal within one week after the trip.

Adopted: December 17, 2001

352.1 - FOREIGN EDUCATIONAL TOURS

The Superintendent of Schools/designee may give written approval to a teacher to take District students on a foreign educational tour.

Guidelines for Providing Foreign Educational Tours

When a teachers(s) decide(s) a specific trip to a foreign country would be educational valuable that teacher should submit detailed plans which include educational objectives to the principal no later than six months prior to date of departure. The principal will send the proposal with a recommendation to the Superintendent/designee for final approval. Specific approval of the Superintendent/designee would be required for exceptions. No district resources, either people or facility may be committed to a tour, which has not been approved.

The District field trip policies and procedures apply to foreign educational tours. In addition, the following provisions will apply.

1. Students will be held responsible for class work missed during absence from school.
2. Students will provide adequate funds for the trip.
3. Sufficient and qualified chaperones will accompany students. "Sufficient" is defined as a ratio of 10 to 1 or better. "Qualified" is defined as a certified staff member with previous experience participating in a tour at the optimum and a parent or lay person with some experience managing young people at a minimum.
4. If the chaperone is a member of the staff, a substitute will be provided by the District for no more than two days. Specific approval of the Superintendent/designee would be required for exceptions. The staff member will provide a specific and detailed lesson design for those days and will confer with the substitute prior to the experience.
5. Cancellation of a trip in the event of international crisis may be by the chaperones, students, and their parents or by the Superintendent/designee at any time during the preparation. The District will not in any way be held responsible., financially or otherwise, in the event a trip is canceled.
6. A notarized Release and Indemnification Form will be on file at the school office for every student participant. The nature of the form, and that it must be signed by the parent/guardian prior to the trip or the student will not be permitted to participate in the trip, will be explained to parents/guardians prior to any collection of monies from students to fund the trip.

7. Behavior contracts, insurance coverage explanations, the complete itinerary, and other necessary details will be provided to parents/guardians both in writing and in at least one scheduled meeting a minimum of two months prior to departure.
8. The teacher/leader will make all travel arrangements, insurance agreements, and other such formalities and make an accounting to the District finance office.

Adopted: December 17, 2001

352-FIELD TRIPS

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class and opportunities for students to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips: (a) value of the activities to the particular class/group(s); (b) relationship of the field trip activity to a particular aspect of classroom instruction; (c) suitability of the activity and distance traveled in terms of the age level; (d) mode and availability of transportation; and, (e) cost.

Field trips shall be planned and approved in accordance with established procedures. Consideration must be given to the effect the trip will have on other classes, school programs, and activities. Although field trips may be of benefit to a particular student group or study area, the involvement of a number of teachers and students in such field trips can result in absences from other classes and nonparticipation in other school programs and co-curricular activities.

Students will not be permitted to drive private or school owned vehicles on field trips without special permission of Principal/Superintendent.

All trips sponsored by the school or school organizations are considered extensions of the regular school programs and therefore student participants are subject to school rules. Students can be disciplined/sent home at the expense of parents/guardian if school rules are violated. Written parental permission must be obtained prior to the trip with medical/ emergency information/authorization provided for extended travel.

- A. Field trips are authorized when approved by the principal as being well-planned educational activities. Approval must occur prior to preliminary discussion with students and/or public announcements.
- B. Organization trips that require school time and/or overnight stays may be authorized, but should be held to a minimum, subject to the following conditions which must be approved by the principal:
 1. Adequate provisions are made to assure proper chaperoning and every reasonable effort shall be exerted to make trips as safe and as free from hazards as is possible. Volunteer chaperones must pay their own way.
 2. Adequate funding arrangements have been made. Fundraising cannot occur prior to trip approval unless board has approved for re-occurring trips. Fundraising activities shall be identified. Guest teacher expenses must be included borne by participants.
 3. Money deposits will be forfeited if a student signs up for an extended trip, then decides not to participate in the trip after deadlines for dropping have passed.
 4. The principal will approve transportation for field trips. Private carriers must be bonded and Certificate of Insurance provided.
- C. Field trips shall be planned keeping in mind the following standards:
 1. A field trip may be a district curricular component or it may be teacher initiated.

2. Objectives shall be set for the field trip experience with a schedule of activities presented to administration to show that proper and adequate planning has been made. A list of students and other individuals on trip will be kept on file with appropriate building Principal.
 3. Readiness for the field trip shall be provided and appropriate follow-up activities shall be developed. Such follow-up shall reflect the fact that the field trip experience represents a significant part of satisfying the learning objectives of the curriculum.
 4. Appropriate evaluation procedures should be used to determine the effectiveness of the field trip.
 5. Board approval shall be required for international field trips and out of state field trips.
 6. Student participation is voluntary for all extended field trips.
- D. All field trip participants shall be under the direction and control of the designated school official(s) during the entire field trip.
- E. The Business Office needs to be involved in the planning of all overnight school trips.
- a) Financial planning sheet and, upon return, a summary sheet will be required.
- F. If school funds are authorized for a trip, these guidelines are followed.
- a) In state trips need two (2) weeks notice
 1. Actual expenses or \$150.00 maximum per day for room and board within meal policy.
 2. Travel paid if arranged by district.
 3. Registration for event paid by district. Event agenda presented to district as soon as known with 30 day minimum.
 - b) Out of state trips need six (6) months notice, or as soon as dates known, and approval of school board in same time frame. Financial support will not occur for out of state trips. All trips must be self-supporting by self-pay and/or fundraising.

Revision adopted: February 27, 2012

Revision adopted: October 17, 2011

Revision adopted: September 28, 2009

Revision adopted: December 17, 2001

Adopted: September 26, 1988

353.5 - ELECTRONIC COMMUNICATIONS

The Algoma School District provides electronic communication tools to enhance productivity and enable employees to achieve an efficient, high quality educational environment. Electronic communication refers to all aspects of voice, video and data communications including, but not limited to, voice mail, e-mail, cable station, EDI (Electronic Data Interchange, fax, Internet, etc.).

Available Internet networking resources are limited and should be used for District-related purposes. Good judgement should be used to avoid wasteful practices. All employees must abide by the Board policies and rules with respect to District and personal use, access and security of the District's electronic communication tools and observance of all applicable laws, including copyright.

The District's electronic communications tools are considered District assets, and while the District respects the privacy and security needs of all individuals, authorized District representatives may access these assets.

While the district encourages the use of electronic communication, employees should be aware of certain restrictions:

- Electronic communication should be used primarily for school district communication.
- All electronic communications and/or messages are district property and part of the district's open records.
- Electronic communications may not be offensive, discriminatory, or intended to frighten, intimidate, abuse, or harass another person.
- Electronic communications may not reveal confidential student data, proprietary information, or infringe upon copyrighted materials.
- The district may monitor e-mail for school district communication purposes.
- Deletion of a message does not protect privacy.

Failure to comply with the terms of this policy and its implementing rules will result in disciplinary action being taken against the user.

Employees shall be notified of this policy and its implementing rules annually.

LEGAL REFERENCE: Wisconsin Statutes: 120.12(1)
 947.0123
 943.70

PL 94-553, Federal Copyright Law (Use of Copyrighted Material)

Adopted: September 23, 2002

353.5 – RULE - ELECTRONIC COMMUNICATIONS

A. District/Personal Use of Electronic Communication System

1. All electronic and telephonic systems and communications transmitted by, received from, or stored in the District Internet Server are the property of the District.
2. The District reserves the right to inspect or monitor messages and materials transmitted over all communications media, including the monitoring of Internet connect time and sites accessed. The Technology Coordinator or their designees are not authorized to access, open or delete individual files, mailboxes, messages or other electronic transactions unless authorized by the Superintendent/designee or the individual owner of the file.
3. All electronic communication tools are to be used for District related purposes, and employees must use these in accordance with their access privileges. Personal use of these tools are allowed only if it:
 - is incidental in nature;
 - during prep time or on personal time before or after school;
 - does not interfere with the District's business/is not detrimental to the District;
 - does not affect productivity quality or constituent service;
 - does not create conflict of interest;
 - does not contribute to a personal financial gain;
 - does not use a significant amount of computing or network resources.
 - Does not break any State or Federal Laws
4. District employees shall not include their District e-mail address on personal commercial business cards. District employees who are involved in a personal business that requires access to an email account must contract with a commercial Internet provider.
5. The use of e-mail signatures is restricted to the following: employee name, title, school name, school address, school telephone number, fax number and e-mail address. The signature should not include any personal or commercial business logos, addresses or phone numbers nor should it include any slogans, quotes, emails or Web hotlinks.
6. All staff members shall be aware of and abide by copyright and licensing laws.
7. The standard internet naming convention is first initial of first name plus last name:
name@alghs.k12.wi.us

Adopted: September 23, 2002

Revised: November 24, 2003

353.5 – EXHIBIT A - ELECTRONIC COMMUNICATIONS

Name: _____

Position: _____

School: (check one) Elementary School High School

Date: _____

I have read the 353.5 Electronic Communications Policy and the 353.5 Rule Electronic Communications Policy. I agree to follow the rules contained in these policies. I understand that if I violate the rules, I may face disciplinary action.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that my arise from the unauthorized use of the system for any activities such as but not limited to purchasing products or services.

Signature: _____

Date: _____

Adopted: September 23, 2002

361 – RULE - GUIDELINES AND PROCEDURES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

I. Materials

Books, textbooks, and non-book materials (hereafter referred to together as “materials”), selected for the libraries and comprehensive collection that services the needs of the individuals of the school community for both academic and recreational purposes.

Materials which are helpful in developing critical thinking, objective evaluation, and aesthetic appreciation suitable to the various maturity levels, abilities, and interests of students are provided in the libraries, classrooms, and other areas of the District schools.

Gift materials are accepted only if they meet selection criteria and if the conditions of acceptance are agreeable to the District.

II. Selection

Although the Algoma School Board is legally responsible for the operation of the school, the responsibility for the selection of instructional materials is delegated to the certificated Library/Media personnel, the classroom teachers, and other professional members of the staff.

III. General Criteria

A. Guidelines for the evaluation and selection of materials are listed. Materials should:

1. Be aligned with the district’s curricular standards and benchmarks.
2. Represent artistic, historic, and literary qualities.
3. Reflect problems, aspirations, attitudes, and ideals of a society.
4. Contribute to the objectives of the instructional program.
5. Represent differing viewpoints on controversial subjects.
6. Provide authoritative accuracy, reflecting a valid and reliable viewpoint.
7. Provide balance and integrity in the presentation of controversial questions.
8. Have appealing content and style to suit the interests and abilities of users.
9. Provide creativity and imagination, combined with literary vitality to give a true picture of life and the world.
10. Technical materials should:
 - a. encourage technological literacy
 - b. reflect the most updated technology available.

B. Magazines

Magazine subscriptions are reviewed and revised annually by the Library/Media staff. Periodicals are purchased because of their overall reputation and are not rejected because of an occasional article, which may be offensive. This review should make it possible to remove those periodicals, which undergo a radical change of editorial policy not in keeping with the needs of the school.

C. Sex and Profanity

The fact of sexual incidents or profanity appearing in a book should not automatically disqualify it. Rather the decision should be made on the basis of whether the book presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book is of literary value. Factual material of an educational nature on the reading level of the students, or for teacher use, should be included in the school collection.

IV. Procedures for Selection

In selecting materials, the certified Library/Media personnel, classroom teachers, and other professional members of the staff will:

- A. Evaluate the existing collection.
- B. Assess curricula needs.
- C. Examine materials (when possible) and consult reputable, professionally prepared selection aids.

Recommendations for acquisition will be solicited from faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Adopted: March 24, 2003

362 - INTERLIBRARY LOAN POLICY

Algoma School District Interlibrary Loan (ILL) is a service that supports the instruction, research, students, staff, and faculty. It provides access to library materials not available locally. This includes articles, books, and multimedia.

Items for personal interests should be obtained through the Algoma Public Library or other public libraries in the area where the requestor resides. The Algoma School District reserves the right to refuse requests that are not within the scope of Algoma's research, teaching and learning missions.

- No library is required to loan materials to Algoma High School library patrons. Whether or not library materials are loaned is strictly up to the discretion of the lending library's policies and staff judgment.
- Lending libraries may charge. The Algoma School District ILL absorbs all costs of obtaining the requested interlibrary loan items up to a certain amount. If the cost of the requested item will exceed this amount, ILL staff will contact the requestor before proceeding with the request since the requestor will be expected to pay for charges above ILL's limit.
- The lending library also may place restrictions on its materials, such as "in library use only", or may later indicate that the materials must be returned sooner than the original due date. The ILL requestor will be expected to observe the policies set by the lending library.
- When possible, articles will be sent to the requestor via electronic delivery.

Eligible Users

Current faculty, staff, and students may use Algoma's School District interlibrary loan service by completing the appropriate request forms. Others may be able to request similar service from the Algoma Public Library.

Procedures

Step 1

Determine that the LLC does not own the material you need.

- For books, videos:
 - Search the Algoma Library Catalog from the Library Homepage.
- For journals, magazines, or newspapers:
 - Search the Algoma Library Catalog from the Library Homepage.

Step 2

Determine if the item may be obtained through universal borrowing (UB) from any of the Algoma libraries.

- Using the Algoma School District Website, click on the Other Catalogs button at the top of the screen, choose OWL Borrowing Libraries, and search.
- If available from an OWL library, make your request directly in OWL.

Step 3

Notification to the requestor and/or check the status of a request:

- All notification and requests for additional information will be sent via e-mail to the requestor's official Algoma e-mail account. This e-mail may contain actual links to requested electronic documents.
- The requestor will be notified about requests that cannot be filled and provided with the reason why not.
- Link to Alexandria to check the status of request.

Step 4

Methods of delivery or availability of requested items for retrieval:

- An e-mail containing a direct link to an electronic document (articles or chapters) with instructions about how to retrieve the item is sent to the requestor's Algoma e-mail account.
- An e-mail, sent to the requestor's Stout e-mail account, indicates that the requestor has loans or photocopied materials that are available for pick-up at the Library.

Step 5

Local pick up and return of ILL materials:

- Location: Circulation Desk of the Library.
- When: During any hours the library is open.
- ILL Items are not considered returned unless they are returned to the Algoma High School Library Circulation Desk.
 - Do not return materials obtained through Algoma's ILL to other libraries.
 - Do not return ILL materials to the LLC book drops.

Limitations

Materials which are generally not available through ILL:

- Items owned by the Algoma LLC but temporarily in use.
 - Textbooks used at Algoma.
 - Whole volumes or issues of periodicals.
 - Newspapers and manuscripts, unless available on microform.
 - Some AV material and computer software programs.
 - Genealogical, heraldic and local history material.
 - Any material that a lending library chooses not to circulate.
-

When Requested Items Might Arrive

Requests that have complete and correct information will usually be sent out to lending libraries within one working day. A large number of simultaneous requests may be assigned priorities and sent out over several days.

The requestor will be notified promptly if and why ILL cannot fill a request.

Most items arrive within 5 to 14 days or sooner if they are sent to ILL electronically by the lender. Interlibrary loan patrons are notified of arrival via email.

Cost

- Each request generates a substantial cost that is absorbed by the Library Learning Center. The LLC and many Wisconsin libraries belong to WILS (Wisconsin Interlibrary Services). Material borrowed from WILS members incurs no cost to you. Material that is not available through WILS can usually be borrowed from out-of-state libraries, if the requestor desires, but any charges by a lending library must be paid by the requestor. Typical charges are from \$6 to \$10; firm estimates cannot be obtained in advance.
- Care of the ILL material is the total responsibility of the borrowing patron and fees will be charged for lost or damaged items.

Adopted: August 22, 2005

363.1 EXHIBIT A - INTERNET USE

USER CONTRACT GUIDELINES:

The School District of Algoma is pleased to announce that Internet resources are available to users in the district who complete the following steps:

1. Sign the SDOA Internet Use Policy - User Contract
2. Have parent(s)/guardian(s) sign the SDOA Internet Use Policy - User Contract
3. Return the SDOA Internet Use - User Contract to the school office

The School District of Algoma strongly believes in the educational value of the Internet and recognizes its potential to support and enrich the curriculum and student learning processes. The SDOA's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. The SDOA will make every effort to protect users from any misuses or abuses as a result of their experience with the Internet.

Please read the following contract carefully. Initial and sign where indicated. When signed by the student and his/her parent or guardian, this contract becomes legally binding.

Adopted: April 23, 2001

Internet/Communications Acceptable Use Policy 363.1 Exhibit B – Internet Use

Adopted: April 23, 2001, Revised: October 19, 2009

Please read the following carefully before signing this contract. This is a legally binding document.

Our goal in providing internet service is to promote an educational experience by facilitating resource sharing, innovation, and communication.

The Algoma School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and a user may discover controversial information.

The smooth operation of the network relies upon the proper conduct of the end users who must adhere to the following guidelines. In general this requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, his or her account maybe terminated and future access may be denied.

TERMS AND CONDITIONS

Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account and revoke any user privilege at any time as required. The Algoma School District may request the system administrators to deny, revoke, or suspend specific user accounts.

Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.

Anyone under 18 years of age may only use internet/e-mail with written parental/guardian permission.

You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities, racist, sexist or any other inappropriate language.
- Do not reveal the personal address or phone number of yourself or any one else.
- Do not communicate any credit card number, bank account number, or any other financial information.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to e-mail accounts. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions.)
- All communications and information accessible via the network should be assumed to be private property.
- The School reserves the right to access e-mail accounts and student's H drives at any time without notification.
- Downloaded material that violates any laws is the sole responsibility of the individual that downloaded it.
- All messenger services and non-school e-mail services are strictly prohibited.
- Any attempt to access or change restricted data can result in disciplinary action
- The school is allowed to use the student's name and image for security, local tv channel, yearbook, and student information system.

RELIABILITY - The Algoma School District and INTERNET PROVIDER make no warranties of any kind, whether expressed or implied, for the service it is providing, and are not responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via INTERNET PROVIDER is at your own risk. INTERNET PROVIDER specifically denies any responsibility for the accuracy or quality of information obtained through its services.

SECURITY - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on INTERNET PROVIDER, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account. Do not give your password to any other individual. Attempts to login to the system as any other user will result in cancellation of your user privileges and possibly the user privileges of the person whose account you are accessing. Attempts to login to INTERNET PROVIDER as a system administrator will result in cancellation of your user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied Internet/e-mail access.

VANDALISM - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, INTERNET PROVIDER, or any of the above listed agencies or other networks that are connected to INTERNET PROVIDER or the INTERNET PROVIDER Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

EXCEPTION OF TERMS AND CONDITIONS - All terms and conditions as stated in this document are applicable to the Algoma School District and INTERNET PROVIDER. These Terms and Conditions reflect the entire agreement of the parties and supersedes all prior oral or written agreements and understandings of the parties. Terms and Conditions shall be governed and interpreted in accordance with the laws of the State of Wisconsin, and the United States.

Any one enrolled in a program using the Algoma School District computers and internet access must apply for an Internet Account, by completing the attached contract and application. **These forms must be completed annually.**

Upon Request: Broadband Data Improvement Act 2008 (Policy 363.1 Exhibit C –Internet Use)

CONTRACT AGREEMENT AND APPLICATION FOR ALGOMA SCHOOL DISTRICT INTERNET ACCOUNT

CONTRACT PORTION OF DOCUMENT

I have read the Algoma School District Terms and Conditions. I understand and will abide by the stated Terms and Conditions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation my access privileges may be revoked and legal action may be taken.

Student Name (please print): _____

Student Signature: _____

Parent's Signature (if under 18): _____

Date: ____/____/____ Algoma School District Student Yes No

Policy 363.1 Exhibit C – Internet Use

Broadband Data Improvement Act 2008

<http://www.govtrack.us/congress/billtext.xpd?bill=s110-1492>

Adopted: October 19, 2009

SUBTITLE A--PROMOTING A SAFE INTERNET FOR CHILDREN

SEC. 211. INTERNET SAFETY.

For the purposes of this title, the issue of Internet safety includes issues regarding the use of the Internet in a manner that promotes safe online activity for children, protects children from cybercrimes, including crimes by online predators, and helps parents shield their children from material that is inappropriate for minors.

SEC. 212. PUBLIC AWARENESS CAMPAIGN.

The Federal Trade Commission shall carry out a nationwide program to increase public awareness and provide education regarding strategies to promote the safe use of the Internet by children. The program shall utilize existing resources and efforts of the Federal Government, State and local governments, nonprofit organizations, private technology and financial companies, Internet service providers, World Wide Web-based resources, and other appropriate entities, that includes--

- (1) identifying, promoting, and encouraging best practices for Internet safety;
- (2) establishing and carrying out a national outreach and education campaign regarding Internet safety utilizing various media and Internet-based resources;
- (3) facilitating access to, and the exchange of, information regarding Internet safety to promote up-to-date knowledge regarding current issues; and
- (4) facilitating access to Internet safety education and public awareness efforts the Commission considers appropriate by States, units of local government, schools, police departments, nonprofit organizations, and other appropriate entities.

SEC. 213. ANNUAL REPORTS.

The Commission shall submit a report to the Committee on Commerce, Science, and Transportation of the Senate and the Committee on Energy and Commerce of the House of Representatives not later than March 31 of each year that describes the activities carried out under section 103 by the Commission during the preceding calendar year.

SEC. 214. ONLINE SAFETY AND TECHNOLOGY WORKING GROUP.

(a) ESTABLISHMENT- Within 90 days after the date of enactment of this Act, the Assistant Secretary of Commerce for Communications and Information shall establish an Online Safety and Technology working group comprised of representatives of relevant sectors of the business community, public interest groups, and other appropriate groups and Federal agencies to review and evaluate--

- (1) the status of industry efforts to promote online safety through educational efforts, parental control technology, blocking and filtering software, age-appropriate labels for content or other technologies or initiatives designed to promote a safe online environment for children;
- (2) the status of industry efforts to promote online safety among providers of electronic communications services and remote computing services by reporting apparent child pornography under [section 13032 of title 42, United States Code](#), including any obstacles to such reporting;
- (3) the practices of electronic communications service providers and remote computing service providers related to record retention in connection with crimes against children; and
- (4) the development of technologies to help parents shield their children from inappropriate material on the Internet.

(b) REPORT- Within 1 year after the working group is first convened, it shall submit a report to the Assistant Secretary, the Committee on Commerce, Science, and Transportation of the Senate, and the Committee on Energy and Commerce of the House of Representatives that--

- (1) describes in detail its findings, including any information related to the effectiveness of such strategies and technologies and any information about the prevalence within industry of educational campaigns, parental control technologies, blocking and filtering software, labeling, or other technologies to assist parents; and
- (2) includes recommendations as to what types of incentives could be used or developed to increase the effectiveness and implementation of such strategies and technologies.

(c) FACCA NOT TO APPLY TO WORKING GROUP- The Federal Advisory Committee Act (5 U.S.C. App.) shall not apply to the working group.

SEC. 215. PROMOTING ONLINE SAFETY IN SCHOOLS.

Section 254(h)(5)(B) of the Communications Act of 1934 ([47 U.S.C. 254\(h\)\(5\)\(b\)](#)) is amended--

- (1) by striking 'and' after the semicolon in clause (i);
- (2) by striking 'minors.' in clause (ii) and inserting 'minors; and'; and
- (3) by adding at the end the following:

'(iii) as part of its Internet safety policy is educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

363.1 INTERNET USE

Telecommunications is radically changing the way the world accesses information. The Internet, an international computer network made up of many contributing networks, represents a powerful educational resource unlike anything that precedes it.

Using Internet resources both locally and world-wide, users can:

- * access research materials to meet their educational and personal information needs
- *consult with experts in various content area and unified arts fields
- *connect with university and college libraries
- *communicate directly with other users locally or world-wide
- *engage in electronic field trips

The skills required for using the Internet are vital to the long term success of users when they enter higher education and the work force. The School District of Algoma (SDOA) is pleased to offer access to the Internet to enhance and support student learning.

SDOA is aware that the Internet is an unregulated communication environment in which information changes constantly, and that some of this information may be inappropriate for users, based on age and/or developmental levels. SDOA educators will take an active role in ensuring that students and their parents are aware of the individual user's responsibility in using the Internet resources in an ethical and educational manner. The SDOA's goal is to provide individual users with the understanding and skills needed to use the Internet in ways appropriate to their individual educational needs.

In striving to guarantee the appropriate use of the Internet resources, the district has developed the following guidelines:

- *The Internet will be used for curriculum support.
- *All computers which allow Internet access will be in supervised areas - classrooms, computer labs, and media centers.
- *Every effort will be made to guide the users to appropriate areas of this global resource. This may not prevent the knowledgeable, computer-literate user from accessing inappropriate materials, but it does mean that to do so is a conscious choice on the part of the user.

374 – STUDENT FUNDRAISING ACTIVITIES

The Board wishes to protect district students, employees, parents and citizens from undue pressure and/or embarrassment that can potentially occur during fundraising activities. Particular care, especially at the elementary level, will be given to minimize the pressure on students to solicit or contribute to fundraising activities.

Fundraising by student groups or organizations shall be:

1. Kept at a responsible level so as not to become a financial burden on the community.
2. Based on a pre-planned program of objectives; and
3. Carried out only with the specific approval of the appropriate building principal and the district administrator.
4. Fundraising activities shall center on the needs of the organization of group of students.

Students shall not be required to participate in any campaign to raise funds for any purpose.

Students under the age of 12 shall be permitted to participate in fundraising activities provided written approval has been obtained from the student's parent/guardian. Students under the age of nine or each group containing one or more students under the age of nine must be physically accompanied by a parent or a persona at least 16 years of age when working in a fundraising activity.

Each fundraising or sales activity must be approved in advance by the building administrator, who is urged to restrict the number of such activities. Any fundraising activity proposed by an organization from outside the school(s) shall require approval of the superintendent of schools or his/her designee. Class time may not be used for fundraising by an organization outside the school(s). A teacher may not use any curricular or video materials whose primary purpose or organizational purpose is fundraising. If any fundraising activity is contained in curricular materials, the class time must be present on the curricular content, not the fund raising. Fundraising may not be conducted during instructional time. Participation in any approved fundraising activity shall in every respect be voluntary.

For each approved fundraising activity conducted in a school, excepting those conducted by parent organizations the building administrator shall maintain separate accounts and records of collections, earnings and expenditures. Expenditures should supplement the educational program of the district.

Adopted: September 26, 1988

Revised: August 26, 2002

LEGAL REF.: Sections 103.23 Wisconsin Statutes
103.64

CROSS REF.: 662.1 Student Activity Funds

377.1 - GUIDELINES FOR STATE TOURNAMENT ATTENDANCE

Definition of competing and not-competing:

Competing members of a participating team include all contributing team members and not just the participants putting on the team uniform. Statisticians, managers, and other students that have been an active part of the functioning of the team for the entire season, are considered competing members of the team. Those not competing are students that participated in the activity, football, basketball, track, etc. that were involved at the freshman or varsity reserve level and did not, on a regular basis, suit up for the level represented by the competing team. Team coaches and school athletic director will confer to decide which definition a student fits if there is a question.

A. CRITERIA FOR SPORTS SEASON/CO-CURRICULAR PARTICIPANTS' ATTENDANCE AT STATE TOURNAMENTS FOR THOSE INVOLVED IN THE PARTICIPATING PROGRAM BUT NOT ACTUALLY COMPETING.

1. When Algoma Schools are a Participating School

- A. It shall be the coach's responsibility to instruct their participants of the sport on the proper procedures to follow when requesting to attend the State Tournament.
- B. Those not actually competing will not be subsidized by the school in any manner.
- C. Those not actually competing (9-12) may be released upon parents or guardians request, and excused to attend the State Tournament with the understanding that the event is a non-school sponsored event. The school is not responsible for the student in any way. D (below) applies for those students.
- D. Those not actually competing, who request a release for the tournament, must use the Field Trip and/or Advanced Excused Permit (Exhibit A). All excused absence forms must be completed prior to the scheduled tournament.
- E. Those not competing who request and receive permission to attend the State Tournament are expected to be only at the State Tournament and not elsewhere. Failure to do so will result in an unexcused absence and assignment to the detention room.
- F. If a non-competitor decides not to attend after completing the form he/she should inform the Principal's Office and is then expected to attend school.
- G. A non-competitor may not receive permission to attend the State Tournament unless all of the above are met and in accordance with the time limits specified. Last minute requests will not be honored.
- H. It is also understood that the above criteria apply only on the day when the Algoma Schools are participating in the contest. This does not include the official tournament team members.
- I. For any state tournament the local committee will gather to make arrangements to determine the **procedures** for that particular year. i.e.: Student body attendance, ticket sales, seating, transportation, etc.
- J. The committee will consist of District Administrator, Principal, Athletic Director and/or Activity Directors, and Head Coach.

2. When the Algoma Schools are not a Participating School:

- A. No one will be excused to attend a state tournament unless a parent request is submitted for a pre-approved absence. All aspects of a parent requested absence must be followed.
- B. It is the coach's responsibility to instruct their participants of the above.

B. CRITERIA FOR STUDENT SPECTATOR ATTENDANCE AT STATE TOURNAMENTS – THOSE

NOT INVOLVED IN THE ATHLETIC PROGRAM/CO-CURRICULAR PROGRAM OF THE SEASON

1. When Algoma is a Participant
 - A. For the any state tournament the local committee will gather to make arrangements to determine the policy for that particular year.
 - B. The committee will consist of District Administrator, Principal, Athletic Director and/or Directors, and Head Coach. The committee will meet and establish the criteria to be followed by the general student body.

- C. CRITERIA FOR SPORTS SEASON/CO-CURRICULAR PARTICIPANTS' ATTENDANCE AT STATE TOURNAMENTS FOR THOSE INVOLVED IN THIS PROGRAM

When participating students qualify as participants in a State Tournament the school will pay for the transportation to the tournament; lodging, when necessary, and will pay the coach up to \$8.00 for breakfast, \$10.00 for lunch, and \$16.00 for dinner. Athletes will be allowed up to \$5.00 for breakfast and lunch, and \$8.00 for dinner. Receipts must be submitted upon return from the tournament. Diligence in using tax exempt status is required.

Adopted: October 23, 2006
Revised: July 23, 2007
Revised: February 27, 2012

LEGAL REF.: Section 118.13 Wisconsin Statutes
 120.12 (23)
 120.13 (1)
 PI 9.03 (1) Wisconsin Administrative Code
 121.555 Alternative Methods of Providing Transportation
CROSS REF.: 411-Rule Discrimination Complaint Procedures
 751.5 Alternative Transportation

377 – INTERSCHOLASTIC ATHLETICS

All students who participate in Athletics are subject to the Athletic Code of Conduct accepted by the Board of Education. See Student Handbook.

Pursuant to Title IX of the Educational Amendments of 1972, (s118.31, Stats) no person shall, on the basis of sex, race, color, religion, national origin (including LEP), ancestry, creed, pregnancy, marital status, parental status, sexual orientation or physical disability, mental disability, emotional disability or learning disability/handicap or homeless be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, or any other educational program operated by this school district.

Adopted: September 26, 1988

Revised: January 24, 2005

LEGAL REF: Section 118.13 Wisconsin Statutes

120.12 (23)

120.13 (1)

PI 9.03 (1), Wisconsin Administrative Code

CROSS REF: 411-Rule, Discrimination Complaint Procedures

377-RULE - GUIDELINES FOR INTERSCHOLASTIC ATHLETICS

A. Scouting

W.I.A.A. regulations provide that: “a school is prohibited from using school vehicles, fuel or funds, including reimbursement for use of personal vehicles, for purposes of scouting.”

B. Officials and Workers

The number of officials and workers and their pay rates for each interscholastic contest will be established by the board and revised as necessary.

C. Maximum Number of Teams or Meets

The number of games or meets will not exceed the maximum as set by the W.I.A.A.

Adopted: May 29, 2001

382 – SCHOOL ASSEMBLY PROGRAMS

School assemblies may be held periodically during the school year. They must, however, be consistent with the educational goals of the schools.

Rule

The following general guidelines should be used when selecting assembly programs:

1. Assembly programs should have educational value.
2. Programs should be varied and appeal to the interests of students.
3. Wide participation in the programs shall be encouraged.
4. Good taste should be demonstrated in the kinds of programs and behavior shown.
5. Where political concepts are being presented, an effort should be made to provide for the expression of divergent viewpoints.

Adopted: May 29, 2001

383 – ANIMALS IN THE SCHOOL

Due to potential safety and health risks animals in school are discouraged. Prior to any animal visits approval must be obtained from the building principal who may require a written certificate of health from a licensed veterinarian.

Adopted: April 23, 2001