

## Policy Manual Index Series 300 – Instruction

- 310 Instruction Goals
- 311 Instruction Methods
- 321 School Year
- 322 School Day
- 323.2 Flag and Pledge of Allegiance
- 330 Curriculum Development and Improvement
- 331 Curriculum Guides
- 333 Student Privacy/Parent Rights and District Program/Activities
- 341.1 Reading Instruction
- 341.2 Education for Employment
- 341.6 Kindergarten Instruction
- 342.1 Programs for Students with Disabilities
- 342.2 Homebound Instruction and Tutoring
- 342.3 Gifted and Talented Program
- 342.3 RULE-Guidelines for Gifted & Talented Program
- 343.4 Children at Risk Program
- 342.5 Title I Programming
- 342.62 Programs & Services for English Learners
- 342.7 Remedial Programming
- 343.2 Class Size
- 343.2 RULE-Class Size Guidelines
- 343.41 Distance Learning
- 343.42 Early College Credit Program
- 345.1 Grading Policy
- 345.1 RULE-Grading Procedures
- 345.2 Student Progress Reports to  
Parents
- 345.3 Homework

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345.4 Promotion and Retention of Students

345.6 Graduation Requirements

345.61 Early Graduation

345. 61 RULE – Early Graduation

345.62 Graduation Exercises

346 Testing Programs

347 Student Records

347 RULE -Procedures for Maintenance and Confidentiality of Student Records

347 EXHIBIT – Directory Information

352 Field Trip and Excursions

352 RULE – Field Trip and Excursions

352 Field Trip Request Form

353.1 School Volunteers

353.1 EXHIBIT - Volunteer Agreement (1)

353.1 EXHIBIT - Volunteer Information Form (2)

360 Instructional Resources

361 Instructional Materials Selection

361.1 RULE - General Guidelines for the Selection of Instructional Materials

361.2 RULE - General Guidelines for the Selection of Instructional Textbooks

361.3 RULE - Reconsideration of Selected Instructional or Library Material

361.1 EXHIBIT - Citizen’s Request for the Re-Evaluation of Educational Material (1)

361.1 EXHIBIT - Parent’s Materials Objection Form (2)

361.1 EXHIBIT - Letter to Complainant (3)

362 Library Materials Selection, Evaluation, & Adoption

362 RULE - General Guidelines for the Selection and Review of Library Media Resources

362.1 Interlibrary Loan

- 
- 363.2 Internet Safety and Acceptable Technology Use
  - 363.2 EXHIBIT - User Agreement and Parent Permission Form (1)
  - 363.3 Assistive Technology
  - 364 School Counseling Program
  - 370 Student Activities
  - 373 Interscholastic Activities
  - 374 Student Fundraising Activities
  - 375 Student Attendance at Conferences or Competitions
  - 381 Teaching About Controversial Issues
  - 381 RULE - Guidelines for Teaching Controversial Issues

## INSTRUCTIONAL GOALS

The Pecatonica Area School District is dedicated to providing equal educational opportunities for all students. It is the belief of this School Board that every student shall have the opportunity to learn to be self-sufficient, self-supporting, and self-confident. Therefore, our educational process shall encourage learning as a lifelong activity.

We believe that the purpose of the school is to provide opportunities to obtain the knowledge and skills required to perform effectively in the various roles of a democratic society. We believe that the school shares with the student, home, and community the responsibility for his/her intellectual, physical, emotional, social, and vocational development.

We believe that education is an active, continuous process that involves the acquisition of knowledge, skills, and attitudes. We believe that every student should be provided a core of general education that would assure basic competencies needed to successfully function in society, as well as broader elective experiences that could satisfy individual interests. Since students vary in ability, aptitude and motivation, the school shall provide a varied and adaptable educational program.

The Pecatonica Area School District shall strive to establish a climate of educational excellence that will provide the challenges and stimuli students need as they seek self-fulfillment, and realization that school life is only the beginning of a never-ending process of individual growth and learning.

Based on the philosophy of the Pecatonica Area School District, the Board of Education commits to the following goals:

1. To ensure acceptable levels of mastery of the following basic skills:
  - a) Thinking
  - b) Writing
  - c) Mathematics Computation
  - d) Reading
  - e) Technology Skills
  - f) Fine Arts
  - g) Listening
  - h) Learning to learn
  - i) Speaking
2. To promote an instructional process which:
  - a) Is adaptable to individual student needs
  - b) Actively involves students in the learning process
  - c) Integrates the instruction of basic skills into all areas of the curriculum
  - d) Utilizes teaching practices consistent with current research finding on teaching, learning and human development

3. To develop a school environment which:
  - a) Provides stimulating physical, mental, and social experiences
  - b) Prepares students for a changing world
  - c) Provides experiences which require problem solving by students and staff
  - d) Promotes the development of positive interpersonal relationships
  - e) Promotes the investment of time, energy, and resources into meaningful learning as a means of experiencing personal satisfaction
  
4. To promote the teaching of values relative to the maintenance of a democratic society such as:
  - a) Understanding the meaning of good citizenship and democratic ideas
  - b) Promoting appreciation of personal and local heritage and the cultures of other people around the world
  - c) Creating a sense of stewardship for world resources
  - d) Developing knowledge, skills and attitudes that will promote a rewarding occupational career
  - e) Promoting creative expression and appreciation for art, music, writing, and speaking
  - f) Encouraging the development of lifestyles that promote physical, mental, and social well-being and a sense of self-worth
  
5. To promote home to school partnerships which:
  - a) Emphasize the shared responsibility for student learning by the school, the students, and parents
  - b) Encourages high aspirations for students and staff
  - c) Results in cooperative working relationships between parents, teachers, and students.

LEGAL REF.:           Sections 118.001 Wisconsin Statutes  
                               118.01  
                               121.02(1)  
                               PI 8.01(2) Wisconsin Administrative Code

CROSS REF.:           110 - Philosophy of Education  
                               330 - Curriculum Development and Improvement  
                               411 - Equal Educational Opportunities

APPROVED:            January 19, 1987

REVISED:             March 15, 2010  
                               March 21, 2022

**INSTRUCTIONAL METHODS**

The Board recognizes that students learn in different ways and at different rates. Children have different learning styles and respond to different instructional strategies. Therefore, the staff is expected to develop a continuous learning program and to provide a variety of methods and materials from which a child may learn.

The importance of knowing each student with a unique character and varied needs shall be the concern of the staff in planning instructional procedures which satisfy and challenge each student and help each student to become an effective person. Instructional procedures shall be consistent with instructional goals. Evaluation of the learning process should be purposeful and informative for both the student and teacher and should consider, as a prime concern, the capacities of each student.

LEGAL REF.:       Section 118.001 Wisconsin Statutes  
                          118.01

CROSS REF.:       110 - Philosophy of Education  
                          330 - Curriculum Development and Improvement  
                          411 - Equal Educational Opportunities

APPROVED:        January 19, 1987

REVISED:         March 15, 2010  
                          March 21, 2022

**WASB CODE: 321**

**SCHOOL YEAR**

The school term in the Pecatonica Area School District shall have the schedule and calendar so organized that they will promote the greatest flexibility and effectiveness in curriculum and efficiency in operation.

The total number of instructional days, however, must allow for the scheduling of at least 1050 hours of direct student instruction in kindergarten-grade 6 and at least 1137 hours of direct student instruction in grades 7-12. Scheduled hours under this provision include recess and time for students to transfer between classes, but do not include the lunch periods.

LEGAL REF.:                   Section 115.01(10) Wisconsin Statutes  
                                  120.12(15)  
                                  121.02(1)(f)  
                                  PI 8.01(2) Wisconsin Administrative Code

CROSS REF.:                   Teacher Handbook

APPROVED:                    January 19, 1987

REVISED:                     March 19, 2007  
                                  March 15, 2010  
                                  March 21, 2022

**SCHOOL DAY**

The normal school day for the Elementary School will be set by the building Principal.

The normal school day for the Middle and High School will be set by the building Principal.

LEGAL REF.: 115.01(10) Wisconsin Statutes  
120.12(15)  
121.02(1)(f)2  
PI 801(2)(f)2 Wisconsin Administrative Code

CROSS REF.: 412 - Full Time Students

APPROVED: January 19, 1987

REVISED: October 23, 1995  
December 7, 1998  
March 19, 2007  
July 15, 2013  
September 16, 2013  
June 17, 2019  
March 21, 2022



**WASB CODE: 323.2**

**FLAG AND PLEDGE OF ALLEGIANCE**

The flag of the United States of America shall be raised from a flagstaff on each school ground. The Pecatonica Area School District shall offer the pledge of allegiance in grades 4-Kindergarten through grade twelve each school day. No student shall be compelled, against the student's objections or those of the student's parents or guardian, to recite the pledge.

LEGAL REF.: 118.06 Wisconsin Statutes

APPROVED: January 19, 1987

REVISED: January 14, 2002  
July 19, 2010

## CURRICULUM DEVELOPMENT AND IMPROVEMENT

The District's curriculum shall be aligned with the state academic standards adopted by the School Board and in accordance with state law. Professional staff, under the direction and supervision of the building Principals and District Administrator shall be delegated the responsibility of proposing and developing curriculum changes and additions. Communication and coordination among grade levels and subject area teachers should be emphasized on a 4K through 12 grade basis whenever curriculum is developed.

Evaluation is an important means of learning whether the educational objectives adopted by the Board are being achieved. Evaluation of the instructional program shall be a continuous activity. Specifically, the Board Curriculum Committee will review and evaluate curriculum on a regular basis.

The District's 4K-12 curriculum and program evaluation plan is specifically designed to accomplish the following goals:

1. To achieve greater communication and understanding between students, teachers, staff, administrators, Board members, parents, and District citizens by actively seeking a quality program.
2. To achieve 4K-12 curriculum development and coordination in all academic areas.
3. To demonstrate the school's ability to meet societal and community needs through the continuous evaluation process.
4. To have each program area in the District conducts an evaluation of its effectiveness using school and District data.
5. To provide staff members in each program area with the opportunity to review and adjust their areas of instructional goals and objectives as they relate to best practices.
6. To provide new staff members with curricular or procedural orientation.
7. Each Subject area shall be reviewed at least every three years.

Student achievement shall be evaluated through standardized instruments and professional staff appraisal. Such evaluation shall be in terms of individual, local, and national norms, and past achievement levels of the District.

LEGAL REF.: 118.001 Wisconsin Statutes  
118.01  
118.015  
118.12  
118.13  
118.30  
120.03  
120.12(2)  
120.13  
121.02(1)(j), (k), (l)  
PI 8.01(2)(k)(1)-(4) Wisconsin Administrative Code

CROSS REF.: 150 - School Board Powers and Duties  
331 - Curriculum Guides  
333 - Student Privacy/Parent Rights and District Programs/Activities  
346 - Testing Programs  
361.1 - Selection and Adoption of Instructional Materials

APPROVED: January 19, 1987

REVISED: March 15, 2010  
March 21, 2022

**CURRICULUM GUIDES**

Instructional objectives and course outlines shall be prepared by the instructional staff and adhere to the legal requirements of the state, the goals, academic standards, and objectives of the Board.

The district administrator shall have general coordinating authority and supervision over the formation of all courses of study and instructional objectives.

LEGAL REF.:                   118.01 Wisconsin Statutes  
                                  121.01(1)(k)  
                                  PI 8.01(2)(k) Wisconsin Administrative Code

APPROVED:                   January 19, 1987

REVISED:                    March 15, 2010

## STUDENT PRIVACY/PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES

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

1. Provide notice to the principal or the principal's designee of the need for reasonable accommodations for their child with regard to examinations and other academic requirements based on their child's sincerely held religious beliefs.
2. File a written objection to their child's participation 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. Opt out of their child's participation 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(s);
  - Mental and psychological problems of the student or the student's family;
  - Sex behavior or attitudes
  - Illegal, anti-social, self-incriminating or demeaning behavior;
  - Critical appraisals of other individuals with whom students have close family relationships;
  - Legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
  - Religious practices, affiliations or beliefs of the student or student's parent;
  - Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program
4. Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and any survey created by a third party, as well as any instructional materials used in connection with any such survey. If 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.
5. Opt out of their child's participation 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, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.

6. Opt out of their child’s participation 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 of the specific or approximate dates during the school year when activities outlined in items (4), (5), and (6) 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 requests for the exercise of any of the above options or accommodations, 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. The rights of parents/guardians described in this policy transfer to the student at the time the student reaches the age of 18.

LEGAL REF.: 118.01(2) (d)2 Wisconsin Statutes  
118.019  
PI-41 Wisconsin Administrative Code  
Protection of Pupil Rights Provision of General Education  
Provisions Act (20 USC 1232h, as amended by No Child Left  
Behind Act of 2001)

CROSS REF.: 342.1 - Programs for Students with Disabilities  
342.5 - Title I Programs  
342.6 - Services for English Language Learners  
345.1 - Grading Policy  
345.1 Rule - Grading Procedures  
345.6 - Graduation Requirements  
346 - Testing Program  
347 - Student Records  
363.2 - Acceptable Technology Use  
411 - Equal Educational Opportunities  
411 Rule - Educational Opportunities Student Discrimination  
Complaint Procedure

APPROVED: March 15, 2010

REVISED: March 21, 2022

**WASB CODE: 341.1**

**READING INSTRUCTION**

The District believes that the educational success of a child shall depend upon a well-balanced reading program. The reading program will strive to enable students to reach their individual reading potential as well as help students achieve academic and vocational competence.

The effectiveness of our reading program stems from adherence to the following goals and objectives:

1. All students will maintain the degree of reading ability required to function effectively in their individual school placements.
2. Students shall have achieved the level of functional literacy required for citizenship participation in a democratic society and for general employability prior to graduation from high school.
3. The District shall provide an atmosphere in the schools that will encourage students to develop and maintain positive attitudes toward reading.
4. The District will provide the necessary staff, instructional media, instructional time, and facilities to enable each student to realize his/her individual reading skills potential.
5. All students shall be involved in activities enabling the application of learned skills in both reading and content area classes.
6. The District will continue to develop improved cooperative efforts between home and school in developing reading abilities of all students.
7. The District will maintain appropriate in-service programs for all teachers, administrators and other professional staff members to assist them in understanding the District-wide reading goals.
8. The District shall have available a broad range of reading materials geared to student ability levels, interests and academic needs.
9. The District will maintain appropriate methods of annual evaluation of both program quality and individual student progress for reading programs in grades K-12.
10. The District shall report periodically to the community the status and effectiveness of the K-12 reading program.

LEGAL REF.: 118.01(2) Wisconsin Statutes  
118.015  
121.02(1)(c) and (L)  
PI 8.01(2) (c), (k), (L) Wisconsin Administrative Code  
Elementary and Secondary Education Act as Amended

CROSS REF.: 310 - Instructional Goals  
330 - Curriculum Development and Improvement  
342.4 - Children At-Risk Program  
342.5 - Title I Program  
346 - Testing Program

APPROVED: January 19, 1987

REVISED: March 15, 2010

March 21, 2022



**WASB CODE: 341.2**

**EDUCATION FOR EMPLOYMENT**

The Board of Education shall provide an Education for Employment Program for elementary and secondary students which has been developed in accordance with state guidelines and has been approved by the State Superintendent of Public Instruction.

All students shall have access to an Education for Employment Program which provides for the following:

1. Practical application of basic skills in the general and vocational curricula;
2. Business and education partnerships;
3. School-supervised work experience;
4. Career exploration, planning, and decision making;
5. Employability skills and attitudes;
6. Understanding of business operations and economics – including entrepreneurial education and knowledge needed to begin and operate a business; and
7. Contemporary vocational education programs (grades 9-12) which have an appropriate curriculum, based on labor market information.

The full impact of a successful Education for Employment program will be to have youth reach their full potential and become tomorrow's economically self-sufficient and productive citizens.

The district administrator, or designee, shall coordinate the Education for Employment Program in accordance with state laws and regulations. Education for Employment Program records shall be kept and reports made as required by the Department of Public Instruction.

LEGAL REF.: 118.01(2) Wisconsin Statutes  
118.15(1)(d)-(f)  
118.153  
118.33  
121.02(1)(m)  
PI 26 Wisconsin Administrative Code  
PI 8.01(2)(m) Wisconsin Administrative Code  
270 Department of Workforce Development

CROSS REF.: 345.6 - Graduation Requirements  
District Education for Employment Plan

APPROVED: January 19, 1987

REVISED: March 15, 2010  
March 21, 2022

**WASB CODE: 341.6**

**KINDERGARTEN INSTRUCTION**

The District shall operate a full-day kindergarten program. Children in the district who are five years old prior to September 1 of the current school year may enroll.

The kindergarten program shall offer opportunities for students to learn basic concepts and skills in language arts, fine arts, social studies, mathematics, science and physical education. The Board shall provide the necessary facilities, equipment, materials, and certified staff for the implementation of the kindergarten program.

LEGAL REF.: 118.14 Wisconsin Statutes  
121.02(1)(d)

CROSS REF.: 310 - Instructional Goals  
311 - Instructional Methods  
330 - Curriculum Development and Improvement  
341.1 - Reading Instruction

APPROVED: January 19, 1987

REVISED: December 7, 1998  
March 15, 2010  
March 21, 2022

**PROGRAMS FOR STUDENTS WITH DISABILITIES**

The Pecatonica Area School district adopts the Wisconsin Department of Public Instruction Special Education Model Forms, Policies and Procedures Manual as the Board's official policy in all practices and procedures relating to the education of children with disabilities in this school district, in compliance with state and federal laws and regulations. The Board further assures that all district employees shall comply with the procedures and responsibilities lay forth within this manual as updated by the Wisconsin Department of Special Education.

In recognition of the educational responsibility for all students Pecatonica shall provide a free and appropriate public education in the least restrictive environment. Specific educational programs and services for students with disabilities shall be determined by the student's individualized education program (IEP) team and be based on an assessment of the student's individual strengths and needs. Students with disabilities shall participate in academic assessments required by law, with or without accommodations, or alternative assessments as outlined in the student's IEP.

The Wisconsin Department of Public Instruction Special Education Policy and Procedures Manual will be available in the District Administrator's Office.

LEGAL REF.: 118.125 Wisconsin Statutes  
118.13  
118.30  
121.54(3)  
121.78(3)  
Chapter 115, Subchapter V  
PI 11 Wisconsin Administrative Code  
Elementary and Secondary Education Act as Amended  
Section 504 of Rehabilitation Act of 1990  
American with Disabilities Act of 1990  
Individuals with Disabilities Education Act

CROSS REF.: 346 - Testing Programs  
347 - Student Records  
363.3 - Assistive Technology  
347 - Student Records  
347 Rule - Procedures for Maintenance and Confidentiality of Student Records  
Wisconsin Department of Public Instruction Special Education Policies and

Procedures  
Manual

APPROVED: November 19, 1990

REVISED: March 15, 2010  
March 21, 2022

**HOMEBOUND INSTRUCTION & TUTORING**

Homebound instruction and tutoring shall be provided for students who legally qualify for such services because of illness, disability, or other handicapping condition. Requests for such services must be accompanied by a doctor's verification of the student's inability to attend school or an IEP or Section 504 team recommendation for homebound placement and/or tutoring.

Requests for homebound instruction and tutoring shall be approved by the District Administrator.

LEGAL REF.: 115.79 Wisconsin Statutes  
118.15(1)(d)5  
PI 18.04 Wisconsin Administrative Code

CROSS REF.: 342.1 - Programs for Students with Disabilities  
411 - Equal Educational Opportunities  
431 - Student Attendance  
Wisconsin Department of Public Instruction Special Education Policies and  
Procedures  
Manual

APPROVED: March 15, 2010

REVISED: March 21, 2022

**GIFTED AND TALENTED PROGRAM**

The Pecatonica Area School District shall strive to offer each student experiences appropriate to his/her needs, interests, and capabilities.

Students shall be identified as gifted and talented in grades K-12 in accordance with state guidelines. A gifted and talented program shall provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability. "Gifted and Talented Students" shall include those students who give evidence of high performance capability in intellectual, creativity, visual and performing arts, leadership or specific academic areas. A student may be identified in one or more categories.

A holistic student profile will be used in the identification process, which includes, but not limited to assessment data, observations, parent and teacher inventories, and student work samples. Identification tools shall be appropriate for the specific purpose for which they are employed, and shall be responsive to factors such as, but not limited to: students economic conditions, race, gender, culture, native language, developmental differences and identified disabilities as described in state special education laws.

The Board of Education is committed to curricular modification for gifted and talented students which may be within or outside the established curriculum. The Board shall provide access, without charge for tuition, to appropriate programming for students identified as gifted and talented. Planning for students will be conducted in collaboration with parents, educators, and students. The administration will determine specific guidelines and criteria for the implementation and regulation of the gifted and talented program in conjunction with state guidelines.

LEGAL REF: 118.35 Wisconsin Statutes  
121.02(1)(t)  
PI 8.01(2)(t) Wisconsin Administrative Code

CROSS REF.: 411 - Equal Educational Opportunities  
342.3 Rule - Guidelines for Gifted and Talented Program  
Pecatonica Area Schools Gifted and Talented Plan

APPROVED: September 18, 1989

REVISED: March 15, 2010

**WASB CODE: 342.3 - RULE**

**GUIDELINES FOR GIFTED AND TALENTED PROGRAM**

The Pecatonica Area School District is dedicated to providing appropriate learning experiences to each student so that he/she can fulfill his/her potential.

In an effort to meet the needs of gifted and talented students, a program shall be implemented which may modify and/or enrich the basic curriculum for these students. In cases where curriculum modifications are made, parents shall be notified.

The guidelines for identification of gifted and talented students are:

1. The identification of gifted and talented students shall occur in grades K-12 and include general intellectual, specific academic, leadership, creativity and visual and performing arts. The student may be identified in one or more categories.
2. The identification process shall result in a holistic student profile, which includes, but not limited to: assessment data, observations, parent and teacher inventories, and student work samples.
3. Identification tools shall be appropriate for the specific purpose for which they are employed.
4. The identification process and tools shall be responsive to factors such as, but not limited to, students' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described in state special education laws.
5. Planning for students is completed in collaboration with parents, educators, and students.
6. The administration will determine specific guidelines and criteria for the implementation and regulation of the gifted and talented program in conjunction with state guidelines.

LEGAL REF.: 118.35 Wisconsin Statutes  
PI 8.01(2)(t) Wisconsin Administrative Code

CROSS REF.: 342.3 - Gifted and Talented Program  
411 - Equal Educational Opportunities

APPROVED: September 18, 1989

REVISED: March 15, 2010

**CHILDREN AT-RISK PROGRAM**

The Board shall establish a program(s) to serve children in the district who are identified as at risk. “Children at Risk” include potential dropouts, truants, school-age parents, and students who have been adjudicated delinquents who are one or more years behind their age group in the number of credits attained or in the basic skills level.

All programs developed for children at risk shall be designed to:

1. Improve and expand educational opportunities for these children on any individualized basis, through a variety of means;
2. Provide alternative courses or program modifications which satisfactorily meet the school district graduation requirements;
3. Encourage parental involvement;
4. Encourage cooperation with community support service agencies.

Students shall be identified and referred to these programs in accordance with state regulations and guidelines established by the Department of Public Instruction and the District. Referrals shall be coordinated by the principal or his/her designee.

LEGAL REF.: 118.153 Wisconsin Statutes  
118.33  
121.02(1)(n)  
PI 8.01(2)(n) Wisconsin Administrative Code  
PI 25 Wisconsin Administrative Code

CROSS REF: 345.6 - Graduation Requirements

APPROVED: January 10, 1987

REVISED: March 15, 2010  
March 21, 2022

## TITLE I PROGRAMMING

Title I is a federal program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The grant contains provisions for ensuring that children who are disadvantaged enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

It is the intent of the Pecatonica Area School District to help all students reach their potential and meet the District's educational goals. In an effort to help students who need support in meeting high academic standards, the Board of Education shall participate in the federal Title I program and abide by all legal requirements for participation in such programs.

### Comparability

As required by federal law, the District has established and has implemented a District-wide salary schedule and shall ensure that services provided through Title 1 funds are at least comparable to the services provided in program areas not receiving Title 1 funds. The District shall ensure equivalency among grade levels in teachers, administrators, support personnel, curriculum materials and instructional supplies. Unpredictable changes in enrollment or personnel assignments that occur after the beginning of the school year need not be included as a factor in determining comparability of services. Documentation verifying compliance with this policy shall be updated annually and be available for review by the Department of Public Instruction and auditors upon request.

### District-wide Parent Involvement

The Board of Education recognizes the importance of parent involvement in their children's education. Therefore, the District shall provide appropriate opportunities for parents/guardians to become involved in the design and implementation of the District Title 1 program and in improving the academic achievement and school performance of their children. Specifically, the District shall provide for parent involvement through the following:

1. Assure parental involvement in the development of the District's Title I plan;
2. Assure parental participation on district advisory committees;
3. Special activities such as parent listening sessions in the community and school open houses;
4. Regular, meaningful two-way communication between parents/guardians and the school regarding learning standards and student achievement through the school-parent compacts, report cards, conferences, meetings, telephone contacts, notes, and other appropriate means;
5. Build parents' capacity for involvement and coordinate strategies with parents in other programs, such as Head Start;
6. Use the results of annual evaluations in designing strategies for school improvement and revising the parent involvement policy as needed.



Parents/guardians of students participating in Title I program services shall be informed annually of this policy and of the opportunities available for them to get involved in their child's educational program and in improving student achievement.

LEGAL REF.: Section 118.35 Wisconsin Statutes  
121.01(1)t  
PI 8.01 (2) (t) Wisconsin Administrative Code  
Elementary and Secondary Education Act as Amended

CROSS REF.: 110 - District Mission and Vision  
341.1 - Reading Instruction  
342.1 - Programs for Students with Disabilities  
342.4 - Children At-Risk Program  
345.1 - Grading Policy  
345 - Testing Program  
411 - Equal Educational Opportunities  
533 - Staff Recruitment and Hiring  
Wisconsin Department of Public Instruction Special Education Policies and Procedures

Manual

APPROVED: March 15, 2010

REVISED: March 21, 2022

## **PROGRAMS AND SERVICES FOR ENGLISH LEARNERS**

The Pecatonica Area School District supports the right of all English Learners (ELs) to be provided the same educational opportunities and equal access to programs that are afforded all other students. The District believes in the assets our multilingual students bring to school and work to honor those assets while preparing students for future education and the workplace.

English Learners are entitled to age-appropriate core curricula at all levels of English proficiency. The District will ensure our English Learners are able to meaningfully and equally participate in all aspects of schooling. This includes core and non-core curriculum and extracurricular activities. The District will provide appropriate language assistance services that are educationally sound in theory and effective in practice.

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

The District shall maintain a record keeping system that identifies and tracks all EL students in the District. The records shall include, at a minimum, (a) the date of initial enrollment/attendance of each student; (b) a copy of the Home Language Survey completed; (c) the date(s) on which each student was assessed; (d) a description of the reason for delay if any assessment took longer than the timeframes specified in the District's procedures; and (e) a copy of the student's ILP and/or information on any EL services the District is providing, including supporting documentation. The District shall submit data on EL students to the Department of Public Instruction as required by law.

### **Assessing English Proficiency**

Identification of students requiring additional services as ELs be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency (ELP) 5 on the test must be identified as EL and entered into the

District's Student Information System as such.

The District will provide programs for ELs/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

### **Parental Notification and Consent**

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in their native language. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to compete with mainstream English language speakers, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

### **Assessing Academic Achievement and English Language Proficiency**

Federal and state laws require that students identified as English Learners be assessed annually to determine their level of English language proficiency (ELP) and ensure that they are progressing in achieving full English proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English. The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such a manner as to ensure that the student's parent(s) understands them.

An EL student may not be exempted from academic assessments based on their EL status. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on 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 EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and/or guardian(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update its Student Information System, if appropriate.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions.

## **Individual Learning Plan**

The District will document a student's linguistic supports in an Individualized Learning Plan (ILP). An ILP is a written plan for an EL which details strategies, accommodations, and supports to be implemented in the classroom and on assessments. An ILP is a critical tool to help the District support our ELs as they grow in their English proficiency and work to meet our challenging academic standards.

A student's ILP will be created by the student's classroom teacher(s) in consultation with the District's EL support staff. The content of the ILP will be shared with the student and their family. Teachers and other instructional staff who work with the student will have access to the ILP in order to implement it within their classrooms.

## **Exit Procedures**

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. The Director of Pupil Services may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:
  - 1. the student has attained at least an ELP 4.5 on an annual assessment; and
  - 2. the student can demonstrate his/her understanding of the English language; and
  - 3. the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and
  - 4. the parents and/or guardians and educators agree that the student has reached full English proficiency.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with

the Director of Pupil Services. As a result of this review, the Director may recommend additional assessments.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The documentation will include, at a minimum: grade level, ELP composite score, and two (2) or more pieces of evidence.

### **Re-entry**

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or EL program.

The Director of Pupil Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that EL reclassification/exit and the re-entry decisions abide by the Department of Public Instruction standards.

### **Counseling Services for Students Who Are English Learners**

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency should be able to communicate his/her ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient and/or sensory impaired.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient and/or sensory impaired.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

To contact someone regarding English Learner services, please contact:

Director of Pupil Services  
(608) 967-2372  
704 Cross Street, Blanchardville, WI 53516

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

LEGAL REF.:                   115 Wisconsin Statutes  
                                      118.12  
                                      118.13  
                                      118.30(2)  
                                      121.02(1)(o),(r), (s)  
                                      PI 9.03(1) Wisconsin Administrative Code  
                                      PI 13 Wisconsin Administrative Code

Elementary and Secondary Education Act (ESEA) of 1965  
Every Student Succeeds Act of 2015  
Title VI of the Civil Rights Act of 1964  
42 U.S.C. § 2000d – 2000d-7  
34 C.F.R. Part 100

CROSS REF.: 342.1 - Programs for Students with Disabilities  
411 - Equal Educational Opportunities  
411 Rule - Educational Opportunities Student Discrimination Complaint  
Procedures

APPROVED: March 15, 2010

REVISED: March 22, 2022  
May 16, 2022

**REMEDIAL PROGRAMMING**

The Pecatonica Area School District recognizes the importance of reading skills as an important tool in all learning experiences. It, therefore, directs the school administration to establish a procedure whereby students having academic difficulties may be referred and follow-up assistance implemented.

Provision shall be made for remedial services for underachieving students in grades kindergarten through fifth grade.

All kindergarten through grade five children and all new incoming children will be screened by the district's staff to identify potential areas for remediation. Those children identified will be referred for the purpose of in- depth diagnosis and a prescriptive remediation program. The district reading specialist, when available, will give direction and coordination to all students assigned to a remedial reading program.

Provisions will be made whereby building staff will be able to communicate in regard to issues or individuals associated with the remedial program.

It is recognized that the parental cooperation in reading instruction is very important and the principal, classroom teachers, librarian, and reading specialist will be encouraged to gain parental cooperation by some of the following suggested ways:

- Parent conferences.
- Emphasis on reading instruction at parent-teacher meetings.
- District book fair.

Provisions for materials for individualized remediation will be made through the cooperative efforts of the district staff.

Equipment and supplies necessary for the appropriately needed remedial instruction will be requisitioned and purchased by the district to ensure that the district's responsibilities to adequately meet the need of the remedial- program in accordance with state law requirements have been met.

LEGAL REF.: 121.01 (1)(c) Wisconsin Statutes  
PI 8.01(2)(c) Wisconsin Administrative Code

CROSS REF.: 110 - Philosophy of Education  
342.4 - Children At-Risk Program  
346 - Testing Program

APPROVED: January 19, 1987

REVISED: March 15, 2010  
March 21, 2022

**CLASS SIZE**

The Pecatonica Area Board of Education believes that many factors must be given consideration in the establishment of class size. All efforts shall be made to maintain classes at a sound educational level. However, this provision in no way should interfere with the ability of the Board of Education and Administration to experiment with different forms of classroom instruction.

LEGAL REF.: 118.001 Wisconsin Statutes  
120.12(2)  
120.13

CROSS REF.: 342.1 - Programs for Students with Disabilities  
343.2 Rule - Class Size Guidelines  
411 - Equal Educational Opportunities  
433.1 - Assignment of Elementary Students to Classes

APPROVED: March 15, 2010

REVISED: March 21, 2022



**CLASS SIZE GUIDELINES**

Class size will vary from grade to grade and building to building as a result of identified student needs, changing populations and available space. It is the intent of the District to keep class sizes as small as the population, available space, and financial resources permit.

The Superintendent, in consultation with the building principals, will consider such factors as the following when determining class sizes for individual buildings.

1. The ages of students being assigned to the class;
2. The degree of dependence or independence of the students being assigned;
3. The nature of the course or class content, as well as the activities to be conducted (i.e. chorus, band, or physical education);
4. Class or course groupings for instruction (homogeneous versus heterogeneous grouping patterns);
5. The number of students with disabilities or at risk students to be involved;
6. The faculty and its limitations;
7. Attitude assessments of the community, local traditions, and current status of public opinion.

It is the intent of the Board of Education and administration, where feasible, to limit class size. The following class size ranges are recommended:

4K-3: 15-25  
4-6: 18-30  
7-12: 15-30

The Board recognizes that these are guidelines and special circumstances, or financial considerations may require class sizes greater than the maximum or less than the minimum. Specific classes may be approved that are less than the minimum or greater than the maximum.

LEGAL REF.: 118.001 Wisconsin Statutes  
120.12(2)  
120.13

CROSS REF.: 342.1- Programs for Individuals with Disabilities  
343.2 - Class Size  
411 - Equal Educational Opportunities  
433.1 - Assignment of Elementary Students to Classes

APPROVED: March 15, 2010

REVISED: March 22, 2022

**WASB CODE: 343.41**

**DISTANCE LEARNING**

The Board of Education shall pay for distance learning courses, including Advanced Placement (AP) on-line courses, upon approval of the principal and with the consent of the student's parents unless the student is an adult. The Board of Education is responsible for the cost of these courses if the course is for high school credit and;

1. A required course may be offered, but a student may not be able to take the course because of scheduling conflicts.
2. A student may take and fail a required course during the regular school year and need to repeat the course during the summer to avoid a credit deficiency.
3. A student may be pursuing graduation through Board approved program or curriculum modifications authorized by 118.15(1)(d)-(f).

The Board of Education shall limit the credits for which the district shall pay for distance learning courses up to four (4) credits per student. All courses must be from a regionally accredited school or agency.

If a pupil received a failing grade or fails to complete a course for which the Board of Education has made payment, the Board of Education will request reimbursement from the student/family. If the student/family fails to provide reimbursement for the dropped or failed course(s) the student will no longer be eligible to take distance learning courses.

LEGAL REF.: 118.33 Wisconsin Statutes  
120.12(17)  
118.15(1)(d-f)  
PI 18 Wisconsin Administrative Code

CROSS REF.: 345.6 - Graduation Requirements

APPROVED: January 19, 1987

REVISED: March 21, 2022

**EARLY COLLEGE CREDIT PROGRAM/START COLLEGE NOW PROGRAM**

The 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs. The Youth Options statute (118.55) was renamed the Early College Credit Program (ECCP). The statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, “institution of higher education” means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. While technical colleges are not eligible institutions under the new program, pupils that have completed 10th grade will continue to have the option to take courses at technical colleges through a separate statute, 38.12(14), called “Start College Now.”

**EARLY COLLEGE CREDIT PROGRAM**

The Early College Credit (Youth Options) Program allows public high school students to take post secondary courses at a UW system college or university; a Wisconsin private, nonprofit college or university; or a tribal college. This is a great opportunity for students to get a head start on an associate or bachelor's degree, learn more about a field of interest, or develop skills for entering the workforce immediately after high school graduation. Classes will appear on the student's high school transcript but will not be calculated into their GPA, unless it is a required class as part of an apprentice program.

Students must apply by February 1 for summer courses, October 1 for the upcoming spring semester and March 1 for the following fall semester. Forms are submitted to the High School Principal's office, reviewed by school administration, and submitted to the school board for approval. Students will be notified within 45 days of the submission deadline. Approved forms and student transcripts are then submitted to the respective colleges and universities and students will receive registration information directly from them. Once students register for a class, they must meet with their school counselor to review and/or revise their high school schedule.

The limit on the number of Early College Credits a Pecatonica high school student may take during their high school career is 18 college credits. There are no annual or semester limits. A student may take more than 18 college credits, but that would be outside the Early College Credit Program and would be the financial responsibility of the student and their parent/guardian.

The School Board may deny high school credit for an ECCP course if the course does not satisfy a high school graduation requirement, and/or if the school district offers a comparable course.

**COST OF COURSES**

The School District, the State of Wisconsin, the Institute for Higher Education, and the Pupil share the costs for the ECCP credits.

If the course is for high school credit only OR the course is for high school and post-secondary credit, AND if the school district does not offer a comparable course, the following apply to the cost of the courses:

- School District: 75%
- State of Wisconsin: 25% (DPI will reimburse the Pecatonica Area School District the amount received from the Department of Workforce Development)
- Pupil: 0%

If the course is for post-secondary credit only, AND the school district does not offer a comparable course:

- School District: 25%
- State of Wisconsin: 50% (DPI will reimburse the Pecatonica Area School District the amount received from the Department of Workforce Development)
- Pupil: 25% (The school board must waive and pay the pupil's share of the tuition charge if it is determined that it would pose an undue financial burden to the student and their family, as determined by DPI administrative rule.)

The Institutions of Higher Education (IHE) share of costs:

- Tribal colleges can charge one-third of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the educational institution as an undergraduate student.
- UW colleges can charge one-half of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the college campus as an undergraduate student.
- For a private, nonprofit IHE, the cost is one-third of the amount that would be charged for each credit assigned to a similar course offered by the UW-Madison for students who are Wisconsin residents and enroll as an undergraduate student at UW-Madison

Students are responsible for ensuring that all paperwork is submitted to the IHE to meet applicable deadlines for enrollment, registration, and financial payments.

Once a student enrolls in a course through the ECCP, it is expected that they will complete the course. An incomplete course dropped after approved withdrawal/reimbursement dates, or a course that receives an F will be the full financial responsibility of the student and his/her parents and they will be required to reimburse the School District for expenses that the district incurred for the ECCP for this student. If the student and/or his/her parents fail to reimburse the district, the student will be ineligible for any further participation in this program.

## **TRANSPORTATION**

Students and parents/guardians are responsible for any transportation costs for attending courses in the ECCP. Once a class has started, it is important to understand students are responsible for reimbursing the school district for the cost of the class if it is not completed successfully. (Students may decide to drop the class at any time prior to the start at no penalty.)

## **START COLLEGE NOW PROGRAM**

District students who have completed 10th grade and are in good academic standing, as well as behavioral standing may apply for the Start College Now (SCN) Program. The program is available

for 11th and 12th grade students. SCN Program provides eligible students an opportunity to take one or more courses at a technical college while in high school if they are accepted for enrollment in such institution or college and there is space available in the requested course. These courses can only be taken for high school credit or for technical college credit.

The Board or its designee shall annually by October 1 provide information about the SCN program to all students enrolled in the District in 10th and 11th grades

Students wishing to participate must notify the School Board of their intentions by March 1 for the fall semester and October 1 for the spring semester. The request shall include the following information:

- The name of the technical college or institution the student plans to attend.
- The title of the course(s) in which the student intends to enroll.
- The number of credits for each course.
- Whether the course will be taken for high school and/or technical college credit.

If all of this information is not available by March 1 or October 1, the student needs to provide the information as soon as practicable, but not later than May 1 or November 1.

The Board, or its designee, shall notify the student in writing by May 15 (Spring) and November 15 (Fall) if the course selected is comparable to a course offered in the District, will be awarded high school credit, meets graduation requirements, and how much credit will be awarded.

The student is responsible for ensuring that the School Board receives the applications in advance of a regularly scheduled school board meeting before the dates outlined above, and that the information for registration, enrollment, and financial payment meets the deadlines established by the technical college or institution. Students do not need to apply to the college to participate in the SCN program. Start College Now is not an option for summer courses, but the student may enroll in a technical college for summer courses separately from the SCN program.

### **COSTS OF THE START COLLEGE NOW PROGRAM**

If the course is taken for high school AND technical college credit (and can only count for high school credit if the high school does not offer a comparable course) – the school district will submit payment for the course to the technical college in two installments to equal 100% of the cost: initial enrollment and at the end of the semester. The amount charged will equal the cost of tuition, course fees, and books for students who are Wisconsin residents

If the course is NOT for high school credit, but is for technical college credit, the student and/or guardians are responsible for the cost of the course, but the technical college bills the high school for payment. The school district will invoice the students and/or parents for reimbursement.

High School and Technical College Credit: the School District pays 100%; Not High School Credit, or for Technical College Credit only: Student/Parent pays 100%

Once a student enrolls in a course through the SCN program, it is expected that they will complete the course. An incomplete course dropped after approved withdrawal/reimbursement dates, or a course that receives an F will be the full financial responsibility of the student and his/her parents and they will be required to reimburse the School District for expenses that the district incurred for the SCN

Program for this student. Past performance in a SCN course may also deter the School Board from approving a future course in the SCN program.

### **TRANSPORTATION**

Students and parents/guardians are responsible for any transportation costs for attending courses in the Start College Now Program

**OTHER PROCEDURALS** Students may not take courses through the Start College Now Program and the Early College Credit Program at the same time. Students may alternate by semester but cannot participate in both programs concurrently. Students may still enroll in contracted courses and dual credit with the tech college while enrolled in the ECCP

If a course is taken for high school credit, the course shall not be taken on a pass-fail basis. The course shall be taken for a grade and that grade will become part of the student's cumulative grade point average (GPA).

The High School guidance department shall administer the Start College Now Program and the Early College Credit Program in the District. All high school students will be informed annually of these programs.

LEGAL REF.: Sections 118.15(b) Wisconsin Statutes  
118.33  
118.55  
PI 40 - Wisconsin Administrative Code

CROSS REF.: 342.1 - Programs for Students with Disabilities  
342.4 - Children At Risk Program  
345.6 - Graduation Requirements 411 Equal Opportunities

APPROVED: March 2005

REVISED: April 19, 2018  
September 20, 2021  
March 21, 2022

**WASB CODE: 345.1**

**GRADING POLICY**

It shall be the policy of the Pecatonica Area School District to evaluate, record, and report individual student achievement in Grades K-12. The faculty, administration and school board recognize that the evaluation of each student's performance is a necessary and important part of the educational experience. The District recognizes that grades should reflect:

- a. Individual achievement;
- b. Differences in student ability;
- c. Realistic expectations based upon student ability;
- d. Flexibility in accommodating individual differences.

Teachers' grading systems shall be explained to students and written copies made available to them at the beginning of each course. Also, copies of these grading systems will be available, upon request, for parent's review.

The District encourages teachers to comment on the quality of the effort observed in the student's performance.

The District recognizes that achievement grades should be a realistic reflection of student learning.

All grading shall be done by the professional staff keeping in mind the child's welfare and school accountability.

Special education students who are mainstreamed in regular courses shall be evaluated along with all other students in accordance with regular grading policy unless their individualized Education Plan (IEP) indicates otherwise.

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

LEGAL REF.:       118.001 Wisconsin Statutes  
                      118.125  
                      118.18  
                      120.12(2)  
                      120.13  
                      HEA 9 Wisconsin Administrative Code  
                      Title VII Civil Rights Act of 1964  
                      Family Rights Act of 1964

CROSS REF.:       345.1 Rule- Grading Procedures  
                      346 - Testing Programs  
                      347 - Student Records  
                      411 - Equal Educational Opportunities  
                      411 Rule - Educational Opportunities Student Discrimination Complaint

Procedures

APPROVED: January 21, 1991

REVISED: January 10, 2000  
January 14, 2002  
December 9, 2002  
April 19, 2010  
November 16, 2015  
January 15, 2018



**GRADING PROCEDURES**

It is the policy of the Pecatonica Area School District to evaluate pupil achievement in Grades K-12. In Grades K-5 appropriate grading systems will be determined by the principal and instructional staff. Individual student achievement shall be recorded and reported/converted on the basis of a 100 point system in grades 6-12. Some specialized courses will be graded on a Pass/Fail basis. The numerical equivalent of the letter grades shall be as follows:

A = 94-100	A- = 92-93	B+ = 90-91
B = 85-89	B- = 83-84	C+ = 81-82
C = 76-80	C- = 74-75	D+ = 72-73
D = 67-71	D- = 65-66	F = 64 and below

The four-point scale will be the accepted grading system. It makes the plus and minus grades more meaningful to the student and allows for a more accurate translation of numerical grades to letter grades. The following system will be used to compute grade point averages (GPA) for regular courses:

A = 4.00	A- = 3.67	B+ = 3.33
B = 3.00	B- = 2.67	C+ = 2.33
C = 2.00	C- = 1.67	D+ = 1.33
D = 1.00	D- = 0.67	PAss/Fail = not used

Pecatonica High School uses a weighted grade point average (GPA) to determine class rank in grades 9-12. Student grades in the classes identified as “weighted classes” in the current student handbook are weighted 125%.

A = 5.00	A- = 4.58	B+ = 4.16
B = 3.75	B- = 3.33	C+ = 2.92
C = 2.5	C- = 2.08	D+ = 1.66
D = 1.25	D- = 0.84	F = 0.0

Allowances will be considered in grading of children who miss class due to: Band, Special Education, Intervention, etc. Included on the report card will be information informing parents of their child’s level of achievement and effort. The letter grades to be reported on the report card shall be represent of the following definitions of achievement:

- “A” Outstanding achievement, has mastered all of the major goals of the course/subject
- “B” Above average achievement, has mastered all of the basic and most of the high-level goals of the course/subject
- “C” Average achievement, has attained the basic goals of the course/subject
- “D” Below average achievement, has attained a minimum number of the basic goals of the course/subject
- “F” Incomplete, has not completed the requirements of the course/subject

### Determination of Class Valedictorian/Salutatorian and the Wisconsin Academic Excellence Scholarship

Class rank at the end of the seventh semester of high school will normally be used to determine the valedictorian, salutatorian, and Wisconsin Academic Excellence Scholarship (WAES) recipients and honors students. The valedictorian shall be the student who has the highest grade point average at the end of seven high school semesters according to the following guidelines. The salutatorian will be the second ranked. To be eligible to receive valedictorian or salutatorian honors, or compete for the WAES, a student must have successfully completed at least three semesters of work as a full-time student at Pecatonica High School and be enrolled during the semester in which the final class rank is determined.

Classes with pass/fail grades, credits earned from study abroad, alternative or home school will be shown on the official high school transcript as credit earned or not earned but will not be used in determining class rank.

Classes transferred into Pecatonica High School from other comparable schools, or from a comparable foreign school by students with permanent resident status, will be allowed full credit for educational progress. Credit allowed will be based upon equivalency of requirements. The District reserves the right to evaluate transfer courses prior to granting credit and/or administering tests where necessary.

The Wisconsin Academic Excellence Scholarship will be awarded to the valedictorian. In the event the valedictorian does not attend a qualified Wisconsin school, The Wisconsin Academic Excellence Scholarship will be award to the next highest ranked student who is attending a qualified Wisconsin school.

In the event two or more eligible students have identical grade point averages at the completion of seven semesters, the following criteria will be used to determine class valedictorian.

1. The student with the highest composite score from the American College Test (ACT) on file with the Pecatonica Area School District by February 1 of the student's senior year shall be the valedictorian.
2. If a tie still exists, the student with the highest total composite score from the 10<sup>th</sup> grade Language Arts, Math, Reading, Science, and Social Studies as measured by the ASPIRE and Forward Exam/assessments shall be the valedictorian.

In the event two or more students are tied for the Wisconsin All-State Scholars/Robert C. Byrd Scholarship Program, the following criteria will be used to break the tie.

1. The student with the highest Pecatonica High School grade point average after the completion of seven semesters shall be the recipient.
2. If a tie still exists, the student with the highest composite score from the American College Test (ACT) on file with the Pecatonica Area School District by February 1 of the student's senior year shall be the recipient.
3. If a tie still exists, the student with the highest total composite score from the 10<sup>th</sup> grade Language Arts, Math, Reading, Science, and Social Studies as measured by the ASPIRE and Forward Test/assessments shall be the recipient.

The District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of gender, age, race, religion, national origin, color, ancestry, creed,

pregnancy, marital or parental status, physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

LEGAL REF.: 118.001 Wisconsin Statutes  
118.125  
118.13  
118.18  
120.12(2)  
HEA 9 PI 9.03  
Title VII Civil Rights Act of 1964  
Family Rights and Privacy Act

CROSS REF.: 345.1 - Grading Policy  
346 - Testing Programs  
347 - Student Records  
411 - Equal Educational Opportunities  
411 Rule - Equal Educational Opportunities Student Discrimination Complaint Procedure

APPROVED: January 21, 1999

REVISED: January 10, 2000  
January 14, 2002  
December 9, 2002  
April 19, 2010  
February 18, 2018  
March 21, 2022

**STUDENT PROGRESS REPORTS TO PARENTS**

Official reports on student progress shall be given minimally every semester, and additional progress notices shall be sent when necessary. Official academic probation letters on high school student progress go out weekly.

Parents can view their student's grades, schedules, progress, and assignments on-line through the Family Access by Skyward. Family access is a secure Internet based website that will allow parents to follow their student's progress.

Whenever possible, teachers will make themselves available to the parents for Teacher/Parent

conferences. Teacher/Parent conferences will be held at scheduled times.

LEGAL REF.: 118.125 Wisconsin Statutes  
120.12(2)  
Elementary and Secondary Education Act as Amended

CROSS REF.: 333 - Student Privacy/Parent Rights and District Programs/Activities  
345.1 - Grading Policy  
347 - Student Records  
347 Rule - Guidelines for Maintenance and Confidentiality of Student

Records

APPROVED: January 19, 1987

REVISED: April 19, 2010  
March 21, 2022

**WASB CODE: 345.3**

**HOMEWORK**

The Pecatonica Area School District Board of Education recognizes that study and preparation for class is necessary for the scholastic growth of students. Current research demonstrates that student achievement rises significantly when teachers regularly assign homework and students conscientiously complete assignments.

Homework shall have a valid educational purpose and shall pertain to the objectives of the unit under study or the course being taken. Homework shall be an application or adaptation of a classroom experience. It shall not be assigned for disciplinary purposes. The Board encourages the interrelated use of major homework assignments such as term papers, themes, creative art projects, etc.

The type, frequency, and quantity of homework assigned shall be determined by the needs of the individual student and shall not require additional instruction beyond the class period. As the child advances through school, it is reasonable to expect that the amount of homework can be increased.

APPROVED:                      January 19, 1987

REVISED:                      April 19, 2010

**PROMOTION AND RETENTION OF STUDENTS**

It is the priority of the Pecatonica Area School District that students shall be promoted on the basis of their academic achievement. The Board recognizes that students have diverse capabilities and interests and individual patterns of growth and learning. Therefore, the Board believes it is important that teachers have as much accurate knowledge of each student as is possible through tests, and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

Children will usually progress annually from grade to grade, spending one year in each. The principle basis for promotion to the next grade is the amount of individual growth experienced by a student. Factors considered in such growth are academic achievement, chronological age, mental ability, social and emotional adjustment, physical characteristics, and individual progress.

Some students may benefit by staying another year in the same grade. In such cases, the parent(s)/guardian(s) shall be contacted in advance. Teachers shall notify the principal by the end of the second quarter of any possible retention in a class. Parent(s)/guardian(s) will be notified of the possible retention.

Because the promotion of students from the fourth to the fifth grade and from the eighth 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 inconsistent with this policy.

Grade advancement from fourth to fifth grade and from eighth to ninth grade shall be based on a student's academic performance, test scores, teacher/principal recommendations, and other academic criteria. Criteria will be defined in the following way:

- Academic performance: The student during grade 4 demonstrates mastery of 80% of the learning outcomes in Language Arts, Math, Science, and Social Studies.
- The student during grade 8 receives a passing grade in all subject areas or maintains an overall grade point average of at least 2.0 on a 4-point scale covering all subject areas.
- Performance on the Wisconsin Knowledge and Concepts Examination
- Teacher(s)/principal recommendation based solely on academic performance
- Performance as required by Individual Education Plan (IEP)
- Performance as required by Alternative Education Plan (504)

LEGAL REF.: 118.24(2)(a) Wisconsin Statutes  
118.30  
120.12(2)  
120.13

CROSS REF.: 342.1 - Programs for Students with Disabilities  
345.1 - Grading Policy  
345.1 Rule - Grading Procedures  
346 - Testing Programs

APPROVED: April 19, 2010

REVISED:

March 21, 2022



## GRADUATION REQUIREMENTS

The Pecatonica Area School District provides a comprehensive curriculum to provide a variety of opportunities for each individual student. Careful planning is essential to a successful high school experience. The Pecatonica Area High School course of study is designed to build a foundation of skills that will allow students to reach personal goals, enter the careers of their choice, and to become productive citizens in our society.

### GRADUATION REQUIREMENTS:

1. The student shall have been enrolled in a class or participated in an activity approved by the School Board during each class period of each school day during the high school grades, or the pupil shall have been enrolled in an alternative education program in accordance with state law.

2. The student has attended a high school program for a minimum of eight semesters. The eight semester high school attendance requirement may be waived in accordance with the District's early graduation policy.

3. In order to graduate from the Pecatonica Area School District, a student must take and pass the "Civics Exam" comprised of questions that are identical to questions that may be asked of an individual applying for U.S. Citizenship by the United States Citizenship and Immigration Services. A statement shall be included in the Individualized Education Plan (IEP) of students with disabilities stating whether or not they will take the test, and if necessary, take the test with accommodations. If a student's IEP includes a statement that it is not appropriate to administer the Civics Exam to the student, the completion of the Civics Exam is not a condition of graduation for that student.

4. All student fees (i.e. registration, athletics, lunch, etc.) must be paid in full. If there are extenuating circumstances, individual situations can be discussed with the school board, while protecting student privacy.

5. The student must have successfully earned 25.5 credits\*. The 25.5 credits must include:

4 Credits in English/Language Arts

3 Credits in Social Science

3 Credits in Science

3 Credits in Mathematics\*

1.5 Credits in Physical Education (3 semesters in 3 different

years)\*\*

0.5 Credits in Health Education \*\*

0.5 Credit in Personal Finance

1 (One) additional credit or combination of credits in the following areas

English/Language Arts, Social Science, Science, or Mathematics

0.5 Computer Programming

8.5 Credits to be selected by the students

## 25.5 Total Credits

\* Effective the Fall of 2015, seventh or eighth grade students who receive a passing grade in an Algebra I course taught by a licensed high school mathematics teacher (license 1400) may earn high school math credit toward high school graduation. This credit would be granted after the student successfully completes two additional high school math credits.

\*Effective Fall 2019, seventh or eighth grade students who receive a passing grade in Geometry taught by a licensed high school mathematics teacher may earn high school credit toward graduation.

\*PE and Health Education, a high school student may be able to waive one semester of PE in their junior or senior year if they are in 2 varsity sports. The 10th grade health education class is in addition to the class that students take their 8th grade year.

\*Effective the Fall of 2019, seventh or eighth grade students who receive a passing grade in a freshmen or sophomore level of high school science, taught by a licensed high school science teacher may earn high school science credit toward high school graduation. This credit would be granted after the student successfully completes two additional high school credits.

Accommodations to the graduation requirements may be made for students with exceptional education interests, needs or requirements in accordance with state laws and regulations, and established District procedures.

For high school courses taken in 7th or 8th grade, the course will be so noted on the transcript along with the grade received; however the grade/s received will not be factored into the high school grade point average. The reasoning behind this policy is that students might shy away from taking a more challenging course because of future implications on their overall grade point average.

LEGAL REF.: 115.92 Wisconsin Statutes  
118.13  
118.153  
118.30  
118.33  
120.13(37)  
121.02(1)(p)  
2013 Wisconsin Act 138, Sections 118.33 Revised

CROSS REF.: 345.1 - Grading Policy  
345.1 Rule - Grading Procedures  
345.61 - Early Graduation  
345.62 - Graduation Exercises  
411 - Equal Educational Opportunities

APPROVED: September 13, 1999

REVISED: January 10, 2000  
September 11, 2000  
April 19, 2010  
August 17, 2015  
January 15, 2018

January 20, 2020  
September 20, 2021  
May 15, 2023

**EARLY GRADUATION**

The Board of Education believes that with rare exception the many benefits of a high school education cannot be fully realized in less than four years. Further, the entire senior year is viewed as an important period during which the student should be able to enjoy many experiences providing him/her with academic growth and enrichment, exploration of new areas, social growth and maturity.

Only in unusual or extenuating circumstances should a student forego the many opportunities available to them during the eighth semester. But for those who may have special needs or goals and who would benefit from early graduation, the following policy is established:

1. The candidate must have:
  - a. Completed seven semesters of high school attendance.
  - b. Satisfied all of the requirements of a four-year graduate.
  - c. Qualified by virtue of extenuating circumstances or special goals.

If early graduation is approved, the student will receive his/her diploma after the next regular Board of Education meeting upon conclusion of the first semester. The student may participate in the graduation ceremonies but will not be able to participate in school activities as a student after the first semester.

LEGAL REF.: 118.13 Wisconsin Statutes  
118.33  
121.02(1)(p)  
PI 18 Wisconsin Administrative Code

CROSS REF.: 345.6 - Graduation Requirements  
345.61 Rule - Early Graduation  
345.62 - Graduation Exercises  
411 - Equal Educational Opportunities  
Student Handbook

APPROVED: April 19, 2010

REVISED: March 21, 2022

**EARLY GRADUATION**

The Board of Education believes that with rare exception the many benefits of a high school education cannot be fully realized in less than four years. Further, the entire senior year is viewed as an important period during which the student should be able to enjoy many experiences providing him/her with academic growth and enrichment, exploration of new areas, social growth and maturity.

Only in unusual or extenuating circumstances should a student forego the many opportunities available to them during the eighth semester. But for those students who have special needs or goals and who would benefit from early graduation, the following rule is established:

**EARLY GRADUATION PROCEDURES:**

1. If the applicant meets the early graduation requirements, the procedures below are followed;
  - a. A written request for early graduation is submitted to the high school principal.
    - i. The request must contain a statement or endorsement from the student if age 18 or over, or if the student is under the age of 18, the signatures of the parents or legal guardian.
    - ii. The letter should clearly express the reasons for the request.
  - b. The matter is thoroughly reviewed by the student and guidance counselor.
  - c. A conference is held involving the student, parents, counselor, and the high school principal.
  - d. After a complete evaluation of the request and its merits, the principal will forward their recommendations to the district administrator for consideration and recommendation for Board action.

If early graduation is approved, the student will receive his/her diploma after the next regular board of education meeting upon completion of the first semester. The student may participate in the graduation ceremonies but will not be able to participate in school activities after the first semester.

LEGAL REF.: 118.13 Wisconsin Statutes  
118.33  
121.02(1)(p)  
PI 18 Wisconsin Administrative Code

CROSS REF.: 345.6 - Graduation Requirements  
345.61 - Early Graduation  
345.62 - Graduation Exercises  
411 - Equal Educational Opportunities  
Student Handbook

APPROVED: April 19, 2010

REVISED: March 21, 2022

**GRADUATION EXERCISES**

The graduation format is established and reviewed periodically by the Board of Education. Participation in the graduation exercises is voluntary and graduates will need to follow the established dress code in order to participate. Participation in graduation exercises is open to all students who are on track to graduate, unless they have been notified otherwise.

All student fees (i.e. registration, athletics, lunch, etc.) must be paid in full in order for the student to participate in graduation exercises. If there are extenuating circumstances, individual situations can be discussed with the school board, while protecting student privacy. The School Board will render the ultimate decision regarding whether or not the student will participate in graduation exercises.

Participation is also open to students who complete modified graduation requirements in accordance with state law and district policies.

LEGAL REF.: 118.13 Wisconsin Statutes  
118.33  
121.02(1)(p)  
PI 18 Wisconsin Administrative Code

CROSS REF.: 345.6 - Graduation Requirements  
345.61 - Early Graduation  
345.61 Rule - Early Graduation  
411 - Equal Educational Opportunities  
Student Handbook

APPROVED: April 14, 1997

REVISED: September 9, 2002  
September 18, 2006  
April 19, 2010  
May 15, 2023

## TESTING PROGRAMS

The testing of students to determine achievement and ability levels and strengths and weaknesses of students in their cognitive and affective development is an important priority of the Pecatonica Area School District. Standardized testing programs shall be established on a District-wide basis under the directions of the District Administrator to ensure compliance with current statutory requirements, to meet the needs of the individual students, and to gather data to be used in program evaluation and improvement. Every effort shall be made by the administration to use and disseminate the test results in a manner that will benefit the students involved, teachers, parents/guardians and the District.

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

The district testing program shall embody those tests required by state or federal law. Decisions regarding testing of students with disabilities and limited-English proficiency shall be made in accordance with established policy and procedures. All exemptions, modifications, or alternative assessments shall be in accordance with legal requirements.

The District shall ensure that the results from the required student academic assessments be provided to teachers, principals, other professional staff members, paraprofessionals, researchers, representatives of community groups and non-profit organizations, and parents/guardians as soon as possible after the assessment is taken. The results shall be provided in an understandable format, and, to the extent practical, provided in a language that the recipients can understand. These individuals and groups shall be given multiple opportunities to be involved in the review of the student achievement results and other outcome indicators and the evaluation of the effectiveness of the programs and services funded by ~~ESEA~~ aid. Documentation verifying compliance with this policy shall be updated annually and be available for the Department of Public Instruction or auditors upon request.

LEGAL REF:       115.77(lm)(bg) Wisconsin Statutes  
                  118.13  
                  118.30  
                  118.33  
                  120.12(2)  
                  121.02(l)(r)(s)  
                  PI 8.01 Wisconsin Administrative Code  
                  PI 9.03  
                  PI 13  
                  Elementary and Secondary Education Act (as amended)  
                  Individuals with Disabilities Education Act

CROSS REF.:     150 - Board Powers and Duties  
                  342.1 - Programs for Students with Disabilities  
                  342.62 - Programs for English Learners

345.1 - Grading Policy  
345.6 - Graduation Requirements  
347 - Student Records  
411 - Equal Educational Opportunities  
Wisconsin Department of Public Instruction Special Education Policies  
and Procedures Manual

APPROVED: January 19, 1987

REVISED: March 21, 2022



**STUDENT RECORDS**

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

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

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

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

LEGAL REF.: 118.126  
118.127  
118.81(8)  
118.52(10)  
146.81  
146.84  
252.15  
767.41(7)  
938.342(lr)  
938.396  
Family Education Rights and Privacy Act  
No Child Left Behind Act of 2001  
Protection of Pupil Rights Provision of General Education Provisions Act  
USA Patriot Act  
Wisconsin Department of Public Instruction Special Education Policies and

Procedures Manual

CROSS REF.: 333 - Student Privacy/Parent Rights and District Programs/Activities  
453 - Emergency Nursing Services  
347 Rule - Procedures for the Maintenance and Confidentiality of Student

Records

431 - Attendance/Truancy Procedures  
823 - Access to Public Records

APPROVED: January 19, 1987

REVISED: July 19, 2010

**PROCEDURES FOR THE MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS**

**A. CONTENT OF RECORDS:**

"Student records" are all records relating to individual students maintained by the elementary or secondary school 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 to persons involved in the psychological treatment of a student. There are several kinds of student records:

1. Progress Records are those student records which include a statement of the courses taken, grades awarded therein, the student's attendance records, and records of the student's school extracurricular activities.
2. Behavioral Records are all other records, excluding progress records and directory data. These records include tests relating to achievement or measurement of ability, psychological test, personality evaluations, physical health records other than lead screening and immunization records, law enforcement agency records, teacher evaluations and recorded comments other than grades.
3. "Law Enforcement Agency Records" include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal crime laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records. Once the law enforcement agency 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.
4. "Court Records" include records provided by a court with respect to students involved in certain delinquency proceedings.
5. "Physical Health Records" include basic health information about a student, including the student's emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
6. Student Directory Data means those student records which include the student's name, address, telephone listing, date and place of birth, major field of study, name of most recent school attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received

## **B. CONFIDENTIALITY:**

All student records shall be confidential, with access thereto limited to the following conditions:

### **1. Release of Student Records to Students and Parents/Guardians**

- a. An adult student, or the parent or guardian of minor student, shall upon request be shown the student's progress records and be provided with a copy thereof.
- b. Upon the written permission of an adult student, or the parent or 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 portions of the behavioral records specified by the person authorizing the release. A qualified person from the Pecatonica school staff shall be present to interpret the behavioral records.
- c. An adult student, or the parent or guardian of a minor student, shall upon request be shown the student's behavioral records and shall be provided with a copy of the behavioral records, or specified portions thereof. A qualified person from the Pecatonica school staff shall be present to interpret behavioral records.
- d. A parent shall have access to student's school records regardless of whether the parent has legal custody of the child, unless the parent has been denied periods of physical placement with the child or ordered by the court.
- e. Personally, identifiable information from an adult student's records may be disclosed to the student's parent(s).guardian(s), without the adult student's written consent, if the adult student is a dependent of his/her parent(s).guardian(s) under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.

### **2. Access to Student Records (Other than Patient Health Card Records) by School Officials**

- a. School officials shall have access to a student's records only if they have a legitimate educational interest, including safety interest, in the record. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her task. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
- b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information

obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic/activity code.

c. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have to legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic/activity code.

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

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

a. Student records shall be disclosed at the request or order of a court. The District shall make a reasonable effort to notify the parent/guardian or adult student of a judicial order in advance of compliance therewith, except as otherwise provided by law.

b. If school attendance is a condition of a student's court dispositional order under state law, the Board shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student.

c. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent/guardian shall be notified of that disclosure as soon as practicable after the disclosure.

d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.

e. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: (1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for

the disclosure, and (2) the parties to whom the District disclosed the information.

f. For the purpose of providing services to a student before adjudication, the Board may disclose student records to a law enforcement agency, district attorney, an agency as defined in section 938.78(1) of the Wisconsin statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, private school or other school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as permitted under state law.

g. The school district clerk or his/her designee shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representative of the Department of Corrections, the Department of Health Services, the Department of Justice, or a district attorney for the use of prosecution of any proceeding or any evaluation. The court in which the proceeding is pending may issue any protective orders that it determines are appropriate concerning student records made available or disclosed under this provision. Any representative of the Department of Corrections, the Department of Health Services, the Department of Justice, or a district attorney may disclose information obtained under this provision for any purpose consistent with any proceeding under chapter 980.

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 or 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 parents/guardians of or adult student of the subpoena in advance of compliance therewith. Except as 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 Wisconsin State Statutes. Upon request, the Board shall provide the DPI with any student record information that relates to an audit or evaluation

#### **4. Release of Directory Data**

Except as otherwise provided, directory data may be disclosed to any person after the school has:

a. Notified the adult student or parent, legal guardian or guardian ad litem of a minor student of the categories of information which it has designated as directory data with respect to each student

b. Informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and

c. Allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the District to designate as directory data about that student. The District will not release directory data earlier than 14 days after the initial written notice to the adult student or parent/guardian, or after the District has been restricted from doing so by any of those parties of a federal or state supported program or that is required to determine compliance with state law provisions.

k. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.

l. Upon request, the names of students who have withdrawn from school prior

to graduation shall be provided to Southwest Technical College (SWTC) Board, the Department of Family Services, or a county department under section 46.215, 46.22 or 46.23 for verification of eligibility for public assistance.

m. 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 of the report and who may require services under sections 51.42 and 53.437 (community mental health, development disabilities, alcoholism, and drug abuse). The parent (s)/guardian (s) of such student shall be contacted to obtain informed consent prior to making such a report.

n. The District shall, upon request, provide student disciplinary records necessary for purposes of open enrollment to 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.

### **5. Release of Patient Health Care Records**

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released with informed consent to a District employee or agent if any of the following apply:

- a. The employee or agent has responsibility for the preparation or storage of patient health care records.
- b. Access to patient health care records is necessary to comply with a requirement in federal or state law.

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

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 or designee shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the Southwest Wisconsin Technical College District Board.

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 or designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney, or corporation counsel, county department under sections 46.215, 46.22 or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the Pecatonica Area School District for the of enforcing that student's attendance, to

respond to a health or safety emergency, or to aid the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

The District shall provide, on a request made by military recruiters or institutions of higher education, access to secondary school students' names, addresses and telephone listings. A secondary school student or the parent/guardian of a student may request that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written approval. The District shall notify parents/guardians of the options to make a request and shall comply with any request. The District shall provide military recruiters the same access to secondary school students and student directory data about such students as is provided to post-secondary schools or prospective employers.

When reviewing student directory data requests, as well as when implementing other provisions of these guidelines, District staff will comply with provisions of the public records law and the District's policy and procedures dealing with public records.

#### **6. Transfer of Records**

The District shall transfer to another school or school district all student records relating to a specific student if it has received written notice:

- a. From 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. From the other school or school district that the student has enrolled; or
- c. From the court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.

The District shall forward student records as requested so long as the disclosure is for purposes related to the student's enrollment or transfer.

Student records shall be transferred no later than the next working day.

### **C. MAINTENANCE, DISCLOSURE AND DESTRUCTION OF STUDENT RECORDS**

1. 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. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from the student's other records.

2. The building principal shall have the primary responsibility for maintaining the confidentiality of all student records kept at that school. Except as otherwise provided, all requests for inspection or for the 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 procedures. The building principal or his/her designee shall be present to interpret behavioral records when inspection is made under Section B(1)(b) above. Upon transfer of student records to the central administration office, the District Administrator or his/her qualified designee shall assume these duties.



3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:

- a. The parent/guardian or adult student;
- 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.

4. When the student ceases to be enrolled in a school operated by the District, his/her records will be transferred to the central administration office. Records that are transferred to the central administration office shall be maintained as follows:

- a. Behavioral records will be maintained for no longer than one year after the student graduated from or last attended the school unless the student or his/her guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time.
- b. Student progress records shall be maintained for 30 years after the student ceases to be enrolled in the District.

5. The Director of Special Education shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents/guardians shall be informed of information that is no longer needed to provide educational services to the student with a disability and of their right to obtain a copy of such information before it is destroyed.

#### **D. AMENDMENT OF RECORDS**

1. 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 requests shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent/guardian or adult student of the decision.
2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent/guardian or adult student of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District Administrator or designee. The parent/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 hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.
  - 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 officer shall be based solely upon 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 officer's decision in writing within a reasonable period of time after the hearing.

e. If the hearing officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.

f. If the hearing officer decides that the information is not 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 officer.

**E. COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS** Adult students or parents/guardians 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 Education Rights and Privacy Act (FERPA).

**F. ANNUAL NOTICE**

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

1. Their rights to inspect, review, and obtain copies of student records;
2. Their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's right of privacy;
3. Their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent;
4. The categories of student record information which have been designated as directory data and their right to deny the release of such information; and
5. Their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Parents/guardians of secondary school students shall also be notified of their options to request the district not to release the secondary school student's name, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

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

LEGAL REF.: 48.396 Wisconsin Statutes  
115.812  
115.85(4)  
118.125  
118.126  
118.127  
115.51(8)  
118.52(10)  
146.025  
146.81-146.83  
252.15  
767.41(7)

938.342(lr)  
938.396  
Family Educational Rights and Privacy Act  
Elementary and Secondary Education Act as Amended  
Protection of Pupil Rights Provision of General Education Provisions Act  
USA Patriot Act

CROSS REF.: 347 - Student Records  
333 - Student Privacy/Parents Rights and District Programs/Activities  
453 - Emergency Nursing Services  
823 - Access to Public Records  
Wisconsin Department of Public Instruction Special Education Policies and

Procedures Manual

APPROVED: July 19, 2010

REVISED: March 21, 2022

**DIRECTORY INFORMATION**

**Exhibit (1) 347**

Family Education Rights and Privacy Act (FERPA) permits school districts to disclose directory information pertaining to students as provided under FERPA and the Wisconsin pupil records law. Directory information can be disclosed without prior written consent either in school publications or to outside organizations.

Two federal laws require laws require the Pecatonica Area School District to provide military recruiters, upon request, with three directory information categories: names, addresses and telephone listings-unless a parent has advised the District that they do not want their student's information disclosed without their prior written consent.

**NOTICE IS HERBY GIVEN** that the Pecatonica Area School District has designated the following types of information pertaining to students to be "directory information" which will be made publicly available:

- Student's name, address, telephone listing**
- Weight/ height of members of athletic teams**
- Student's electronic mail address**
- Dates of attendance**
- Grade level**
- Photographs**
- Date and place of birth**
- Degrees and awards received**
- Major field of study**
- Name of school most recently attended**
- Participation in officially recognized activities and sports**

Any parent, guardian or guardian ad litem of a student or any eligible student may notify the District within 14 days of publication of this notice that all or part of the directory data may not be released without the prior consent of the parent, guardian, guardian ad litem or eligible student.

**NOTICE OF RELEASE OF INFORMATION TO U.S MILITARY ORGANIZATIONS AND POST- SECONDARY SCHOOLS**

Military organizations and post-secondary schools are allowed access to demographic and contact information of high school students. Examples of such organizations are U.S. military branches, reserve units and guard units. That information must be shared with military organizations unless you request that such information not be given.

Representatives from the military branches and post-secondary schools often come to school to meet with students during lunch periods. Students can choose to give personal information at that time and make arrangements to meet with these representatives during school time. If you have any questions about this, please call the guidance counselor, at 523-4285 or 967-2123. **If you do NOT want your child's information shared with military representatives or post-secondary representatives, please sign and return the waiver below.**

**WAIVER FORM – RELEASE OF INFORMATION TO U.S. MILITARY ORGANIZATIONS AND POST- SECONDARY SCHOOLS**

I request that information about my child **NOT** be given to **military recruitment**. I understand that I may revoke this waiver with written notice to Pecatonica High School. I understand that my child may provide this information to representatives in direct meetings with military personnel. When my child turns 18, he or she may choose to have information provided or not provided to military

representatives.

I request that demographic information about my child **NOT** be given to **post-secondary recruitment**. I understand that I may revoke this waiver with written notice to Pecatonica High School. I understand that my child may provide this information to representatives in direct meetings with post-secondary representatives. When my child turns 18, he or she may choose to have information provided or not provided to college representatives.

Student Name :

Parent Signature:

### **NOTICE OF RIGHTS FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have been transferred are "eligible students." These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to **(school principal OR district administrator)** a written request that identifies the record(s) they wish to inspect. The **(school principal OR district administrator)** will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the **Pecatonica School District** to amend a record that they believe is inaccurate or misleading. They should write the **(school principal OR district administrator)**, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records to the following parties or under the following conditions:

1. School officials with a legitimate educational interest;
2. Other schools to which a student is transferring, upon request by the other school; Specified officials for audit or evaluation purposes
3. Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations;
4. To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and

5. State and local authorities, within a juvenile justice system, pursuant to Wisconsin law.

School officials with legitimate educational interests are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. 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 20202-4505

LEGAL REF.: 118.125 Wisconsin Statutes  
118.126  
118.127  
118.52(10)  
146.81 - 148.84  
252.15  
767.41(7)  
938.342(lr)  
938.396  
Family Education Rights and Privacy Act  
No Child Left Behind Act of 2001  
Protection of Pupil Rights Provision of General Education Provisions Act  
USA Patriot Act

CROSS REF.: 333 - Student Privacy/Parents Rights and District Programs/Activities  
347 - Student Records  
347 Rule - Procedures for the Maintenance and Confidentiality of Student Records  
431 - Attendance/Truancy Procedures  
453 - Emergency Nursing Services  
823 - Access to Public Records  
Wisconsin Department of Public Instruction Special Education Policies and Procedures

Manual

APPROVED: July 19, 2010

REVISED:

**FIELD TRIPS AND EXCURSIONS**

The Board of Education recognizes the value of field trips or field studies as an extension of the classroom, a means for curricular enrichment, and providing experiences to students that they may not otherwise have as a part of the regular curriculum. Incentive field trips are also an appropriate way to reward students for good attendance and good grades and are also supported by the Board of Education.

Board approval is required for overnight field trips. Principal and/or Superintendent approval is required for other field trips.

Before any overnight field trip, whether regionally, across state lines or international, the District Administrator shall review the instructional purposes of the trip, transportation and lodging arrangements, financial responsibilities and district legal responsibilities and liabilities.

The Board of Education must approve extended and overnight field trips or foreign study excursions in excess of one day. At a minimum, approval for the overnight trip must occur by action of the Board of Education at least 30 days before the trip is to take place. It is required that Board approval occurs before any contracts are signed or final plans are determined by the sponsor.

Principals and teachers shall work together in planning educational field trips to assure that the time spent on trips is worthwhile and educationally justified. The building principal must approve each field trip taken by a class in his/her building. In addition to considering the educational value of the trip, the principal will make sure that the trip is planned with the safety and welfare of the children foremost in mind, parents are informed of the trip, and parents have provided permission for their children to participate.

CROSS REF.: 352 Rule - Field Trips, Overnight Field Trips, and Excursions

APPROVED: January 18, 2016

REVISED: March 21, 2022



## WASB POLICY 352-RULE

### FIELD TRIPS AND EXCURSIONS

The Board of Education recognizes the value of field trips or field studies as an extension of the classroom, a means for curricular enrichment, incentive for academics or attendance, and providing experiences to students that they may not otherwise have as a part of the regular curriculum.

The Board of Education may approve extended and overnight field trips or foreign study excursions within the following guidelines. It is expected that faculty/staff organizing the trips will follow the guidelines and keep the instructional integrity and safety of the students in the forefront of their minds when planning trips.

#### Extended Trip Guidelines – Board Approval

1. All requests for extended field trips (overnight trips for more than 1 day) or foreign studies of tour shall be made to the Board through the building principal. The request must contain a statement of the educational purpose of the said trip.
2. It is required that the Extended Field Trip or Foreign Excursion be approved by the School Board before students sign up to attend and any contracts are signed.

#### Submitted Extended Field Trip/Foreign Trip Plan

Any individual or group requesting an extended field trip (again, overnight trips for more than 1 day) or foreign study excursion or tours shall submit a detailed plan to the building principal, who shall review it with the District Administrator. The plan shall include at least the following information:

1. Instructional purpose of the field trip
2. Financial arrangements: Trip sponsor must include an explanation of financial arrangements:
  - a. The breakdown of costs associated with the trip, and
  - b. Any financial aid information that may be available to students with financial need.
  - c. The explanation should include how the funds will be generated or paid (fundraisers or student funds) and include a tentative agenda for the trip.
  - d. The cost of the trip per participant and what is not included in the price.
  - e. It is assumed that the School District will not incur any costs for extended field trips outside of the normal costs of substitute teachers for the faculty member(s) supervising the field trip and transportation costs for the driver and fuel if the trip is local and district buses are used.
3. Schedule: the dates, distance and modes of travel, and the length of time for travel, including departure and return times.
  - a. Transportation: All transportation across state-lines must be by bonded carrier. Assurances and insurance

shall be required.

- b. Accommodations: All accommodations must be obtained through an approved travel service or agent

### **Chaperons**

A list of names and numbers of chaperons who will accompany the students will be submitted to the building principal for approval and background check. The trip organizer and traveling supervisor(s) must be employees of the School District. The ideal ratio of elementary students to chaperon must not exceed 10 students to 1 chaperon. However, the chaperon to student ratio is at the discretion of the building principal and the teacher organizing the trip.

### **Students/Participants for Extended Trips**

Every attempt for extended field trips and foreign excursions should be made to be held during student vacation periods. If travel is necessary on school days, the Board may approve faculty and student absences provided that the amount of school time missed is within acceptable limits. If this is the case, the faculty member initiating the trip must include an accurate count of the amount of school time missed and the amount of instructional time lost.

A preliminary roster of participating students for overnight field trips/extended field trips, and foreign excursions will be provided to the building principal at least 30 days before departure. The principal shall review the roster and indicate any changes or questions due to disciplinary issues, attendance, or academics.

- a. The final rosters of participating students must be provided to the staff no less than two weeks before the departure date so that faculty may accurately plan instruction.
- b. Students who will be missing instruction are required to fill out a planned absence form and submit that to the high school or middle school office one week prior to departure.
- c. Students are required to have a signed permission slip from their parents/guardians that indicate that they can be excused from school to participate in an extended field trip or foreign study tour/excursion.  
Any changes to the roster within 2 weeks before departure must be immediately reported to the building principal.

All students participating in extended field trips or foreign study excursions are expected to abide by trip conduct rules and regulations set forth by the school trip supervisors. All of the rules of the school, as described in the student academic and activity handbook are in effect. Any violation of the rules is subject to disciplinary action.

### **Regular Field Trips, Incentive Trips, and Excursions**

The approval of field trips and incentive trips is at the discretion of each building principal. It is required that staff organizers of these trips complete the field trip request form at least 10 working days (two school weeks) before departure date. If the trip is curricular, all students within the class or course should attend.

CROSS REF: 352 - Field Trips, Overnight Field Trips, and Excursions

APPROVED: January 18, 2016

REVISED:

March 21, 2022



Field Trip Request Form

Requestor: \_\_\_\_\_ Date: \_\_\_\_\_

Location/Destination \_\_\_\_\_ Date of Event: \_\_\_\_\_

Departure time(from school): \_\_\_\_\_ Return Time(to school): \_\_\_\_\_  
Elementary or MS/HS Elementary or MS/HS

Name of Event: \_\_\_\_\_ Grades participating: \_\_\_\_\_

Purpose: Explain how this educational opportunity reflects a direct connection to graduate, course and/or grade level outcomes for the students involved:

\_\_\_\_\_  
\_\_\_\_\_

STAFF: Be sure to submit your request in the Time Off module of True Time- this form is not used to record your absence nor prompt a substitute request.

TRANSPORTATION

Bus  Van (van how many \_\_\_\_\_) # of students attending: \_\_\_\_\_  
Names of Chaperones Attending: \_\_\_\_\_  
\_\_\_\_\_  
Please note - if a van(s) are needed, you must check with the District Office on availability before submitting this form.

METHOD OF FINANCING

Total Event Cost:	\$ _____
Total Meal Cost:	\$ _____
Total Cost:	\$ _____
Individual Student Cost:	\$ _____

Check Payable To: \_\_\_\_\_ Date Check Needed: \_\_\_\_\_

Trips must be routed for approval at least 2 weeks prior to trip date.

Out of state/overnight 30 days and BOE approval required. Trips in excess of 2 per class may be denied.

Athletic  Extracurricular  Curricular (Field Trip)

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Lamers: \_\_\_\_\_ Date: \_\_\_\_\_

Lamers Driver Assigned: \_\_\_\_\_

Lamers Bus Lines, 14791 County Shop Rd. Darlington, WI 53530  
(608)-776-4060 Scan to: 42groupSB@golamers.com

Lamers  District  Requestor  Admin Asst

## WASB CODE: 353.1

### SCHOOL VOLUNTEERS

The Pecatonica Area School Board recognizes that volunteers can make valuable contributions to the District's schools and enhance learning opportunities for students. Therefore, the Board encourages community members to volunteer in the Pecatonica Area Public Schools, subject to suitable administrative rules, regulations, and safeguards. The Board of Education endorses and supports the rules and limitations imposed.

1. Offers to serve as school volunteers should be made through the building principal's office. All volunteers must submit to a criminal background check and be registered before beginning work.
2. The District Administrator will annually make known to the public that Pecatonica Area School District will welcome volunteers.
3. Assignment of volunteers shall be done by the building principal with the approval of the District Administrator.
4. The building principal shall define and assign responsibilities and tasks to be performed by volunteers in the respective schools. Volunteers shall perform only those tasks assigned by the principal.
5. Volunteers shall be under the direction of the building principal. When volunteers work directly with children, their activities will be under the direct supervision of the classroom teacher or other designated employee.
6. In-service and orientation activities shall be provided for volunteers so that they may become more skilled in performing their assigned tasks. Any special job-related guidelines should be stressed in the orientation activities.
7. School volunteers shall be expected to abide by all school rules and regulations when performing their assigned responsibilities.
8. Volunteers will be restricted from access to confidential information on students and employees' files.
9. Volunteers will maintain confidentiality regarding information seen or heard while working as a volunteer.
10. The School Board will provide liability insurance protection for approved volunteers.
11. Each volunteer will be asked by the building principal to sign the Volunteer Agreement and the principal will keep this record on file for the duration that the volunteer serves the District.
12. Volunteer assignments may be continued at the principal's or district administrator's discretion.
13. At periodic intervals, the principal and teachers will meet to evaluate the effectiveness of the program.
14. Appropriate recognition for the volunteers will be done on a yearly basis and will be coordinated by the building principal.

The safety and well-being of the District students and staff is of paramount importance. Therefore, all adult volunteers who consistently and routinely volunteer in the schools for educational purposes and have access to confidential student information and/or unsupervised contact with students will be subject to a Wisconsin criminal background check.

It shall be the responsibility of school staff that coordinate volunteer activities to make sure that such individuals have been screened. If an individual has lived outside the State of Wisconsin for any or all of the last three years, the individual will also be subject to a National Crime Information Center (NCIC) check.

An individual shall not be allowed to volunteer in the schools until his/her current status is evaluated by the building principal. Volunteers shall notify the building principal immediately should their arrest or conviction situation change. School administrators retain the authority to approve all school volunteers and the tasks they perform in the school.

The District has the authority to not allow any volunteers access to its buildings during a public health emergency.

LEGAL REF.: 118.001 Wisconsin Statutes  
118.29(2)  
118.295  
120.12(2)  
948.13

CROSS REF.: 347 Rule - Procedures for Maintenance and Confidentiality of Student Records  
351.1 Exhibit 1 - Volunteer Agreement  
351.1 Exhibit 2 - Volunteer Information Form  
110 - Philosophy of Education  
823 - Access to Public Records  
860 - Visitors to Schools

APPROVED: July 19, 2010

REVISED: March 21, 2022



VOLUNTEER AGREEMENT

I, as a volunteer working in the Pecatonica Area School District, fully understand that this position is, as stated, on a volunteer basis, which inherent in its meaning entitles me to no pay or wages for my service from the Pecatonica Area School District. I further understand that I am expected to submit to a criminal background check and follow the rules of behavior that are expected of other staff as set by the professional agreement. I do understand that this volunteer agreement can be terminated without notice at any time by either the school district or the volunteer.

\_\_\_\_\_

Volunteer

\_\_\_\_\_

Date

\_\_\_\_\_

Principal

\_\_\_\_\_

Date

APPROVED: July 19, 2010

REVISED: March 21, 2022



**VOLUNTEER INFORMATION FORM PECATONICA AREA SCHOOL DISTRICT**

NAME:

DATE:

ADDRESS:

PHONE:

SPECIAL TRAINING AND EXPERIENCES:

ACTIVITIES/ORGANIZATIONS VOLUNTEER:

INTEREST:

Circle those that apply:

CLASSROOM

READING TUTOR



ENGLISH

PRIMARY

MIDDLE SCHOOL

HIGH SCHOOL

CLERICAL

MATH

TUTOR

DRAMA

OTHER

Do you have any health conditions that would limit your involvement in some type of volunteer activities?

## INSTRUCTIONAL RESOURCES

The Board of Education recognizes the value of using a variety of instructional resources to accomplish the goals and objectives of the curriculum adopted by the Board, to meet the needs of students and to reflect the cultural diversity and pluralistic nature of American society.

The instructional objectives and course outlines developed by the professional staff shall serve as the basis for textbook and instructional materials selection. Instructional resources of a supplemental nature, whether books, materials or equipment, shall be chosen with the same care as regular instructional resources.

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

The Board further believes that instructional resources are not limited to books, materials and equipment. Instructional resources should also include those available in the broader community, both facilities and human. The Board urges all teaching personnel to take advantage of resources such as libraries, instructional materials centers, pupil services, etc., in order to provide the best program of individualized instruction for all students. The District shall accept its responsibility to utilize these resources to the best of its ability.

LEGAL REF.: 118.03 Wisconsin Statutes  
118.13  
120.12(5)  
121.02(1)(h)  
PI 8.01 (2)(h) Wisconsin Administrative Code  
PI 9.03(1)

CROSS REF.: 110 - Philosophy of Education  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parent Rights and District Programs/Activities  
361 - Instructional Materials Selection  
362 - Library Media Materials Selection, Evaluation, and Adoption  
362.1 - Interlibrary Loan  
363 - Internet Safety and Acceptable Technology Use  
363.3 - Assistive Technology  
411 - Equal Educational Opportunities  
771.1 - Copyright Policy  
870 - Public Complaints  
870 Rule - Public Complaints Procedure

APPROVED: January 19, 1987

REVISED: November 20, 1995  
July 19, 2010

March 21, 2022

**INSTRUCTIONAL MATERIALS SELECTION**

Students shall be provided with access to a current, balanced collection of print and non-print instructional materials that depict in an accurate and unbiased way the cultural diversity and pluralist nature of the American society. These resources will help to generate an understanding of the American freedoms and ensure the preservation of these freedoms through the development of informed and responsible citizens.

Instructional materials shall be selected that will:

1. Enrich and support the curriculum and take into consideration the varied interests and maturity levels of the students.
2. Stimulate growth in declarative and procedural knowledge, literary appreciation, aesthetic values and ethical standards. Materials shall provide a background of information that will enable students to make intelligent decisions in their daily lives.
3. Help students recognize and accept the basic similarities and individual differences among all members of the human race and the uniqueness and worth of every individual regardless of age, sex, race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap.

The District shall not discriminate in the selection and evaluation of instructional materials or media on the basis of any of these factors. Discrimination complaints shall be processed in accordance with established procedures

The Board of Education, as the governing body of the Pecatonica Area School District, is legally responsible for all educational materials relating to the operation of the District. The Board, however, delegates the responsibility for the selection of educational materials to the professionally trained personnel employed by the District.

Challenges to instructional materials selected by the District shall be addressed through established District complaint procedures.

LEGAL REF.: 118.03 Wisconsin Statutes  
118.13  
120.13(5)  
121.02(l)(h)

CROSS REF.: 110 - Philosophy of Education  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parents Rights and District Programs/Activities  
361.1 Rule - General Guidelines for the Selection of Instructional Materials  
361.2 Rule - General Guidelines for the Selection of Textbooks  
361.3 Rule - Reconsideration of Selected Instructional or Library Materials

362 - Library Media Materials Selection, Evaluation, and Adoption  
362.1 - Interlibrary Loan  
363 - Internet Safety and Acceptable Technology Use  
363.3 - Assistive Technology  
771.1 - Copyright Policy  
870 - Public Complaints  
870 Rule - Public Complaints Procedures

APPROVED: July 19, 2010

REVISED: March 21, 2022

## **GENERAL GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS**

The District Administrator delegates the responsibility for the coordination and selection of instructional materials to the Principal and Professional Staff. "Instructional Materials" are those print and non-print resources that include, but are not limited to books, workbooks, maps, globes, films, videotapes, audio disks, video disks, tapes, records, computer software, transparencies, microforms, and other digital media.

Instructional materials shall be selected in accordance with Board policies, the selection criteria outlined below and any other District guidelines applicable to the particular instructional material being selected.

1. Instructional materials shall be selected to present gender, racial, religious, ethnic, and minority groups in the community and society in such a way as to build positive images, with mutual understanding and respect. Materials should state contributions of these various groups to our American heritage. Within this stated principle, materials will:
2. Portray people, regardless of age, sex, race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as human beings displaying a familiar range of human emotions.
3. Give comprehensive, accurate, and balanced representation to minority groups and women in all fields of life and culture.
4. Provide recognition of minority groups and women by appropriately showing them in positions of leadership and centrality.

Principle shall be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality to insure a comprehensive instructional materials collection appropriate for use in the District.

1. The values and impact of any literary work will be judged as a whole, taking into account the author's/producer's intent rather than individual words, phrases, or incident taken out of context.
2. Controversial Materials – Instructional materials will be selected that present a balanced of opposing sides of controversial issues so that students may develop, under guidance, the practice of critical analysis of all media. Instructional materials that include topics that are often subject to criticism shall be selected according to the following criteria:
  - a. Religion: Factual, unbiased resources that

represent all major religions may be included in instructional materials collections.

- b. Racism: Factual materials should present diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage and give candid

treatment to unresolved intercultural problems in the United States, including those that involve prejudice, discrimination and the undesirable consequences of withholding rights, freedom, or respect from any individual.

- c. Sexism: Factual resources shall reflect sensitivity to the needs and rights of men and women without preference or bias. All materials shall respect the claim of each person to all traits regarded as human and not assign them arbitrarily according to preconceived notions of sex roles.
- d. Political Ideologies: Factual resources on an appropriate age level shall be available on any ideology or philosophy of government, politics, current events, education, or any other phase of life.
- e. Sexual Explicitness and Profanity: Inclusion of profanity and sexual explicitness should not automatically disqualify instructional material resources. Pervasively vulgar materials should not be considered appropriate instructional material resources. There should be an evaluation of the merits of each work including literary quality, truth of life and relevance to the curriculum and age/grade level appropriateness.

In all cases, the decisions shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the materials have literary or social value.

LEGAL REF.: 118.03 Wisconsin Statutes  
118.13  
120.13(5)  
121.02(l)(h)

CROSS REF.: 110 - Philosophy of Education  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parents Rights and District Programs/Activities  
361 - Instructional Materials Selection  
361.2 Rule - General Guidelines for the Selection of Textbooks  
361.3 Rule - Reconsideration of Selected Instructional or Library

Materials

362 - Library Media Materials Selection, Evaluation, and Adoption  
362.1 - Interlibrary Loan  
363 - Internet Safety and Acceptable Technology Use  
363.3 - Assistive Technology  
771.1 - Copyright Policy  
870 - Public Complaints  
870 Rule - Public Complaints Procedures

APPROVED: July 19, 2010

REVISED: Math 21, 2022



**GENERAL GUIDELINES FOR THE SELECTION OF TEXTBOOKS**

**A. Textbook Selection and Adoption**

Textbook selection and adoption shall be included as part of the formal cycle for curriculum review in the District. All grade levels implementing curricular programs with new textbooks must have the textbooks in use as specified in the adoption.

1. At the elementary level, each student will have access to common basic print and/or non- print resources for all courses. At the secondary level throughout the District, each student will have access to School Board approved textbooks for each course in which the student is enrolled.
2. Textbook selection committees will be established at various levels of studies. Each committee will abide by the following criteria of selection:
  - a. A readability test will be completed on all materials that are to be considered for adoption for the following school year. The readability test will be chosen and/or approved by the principal.
  - b. Textbooks will be checked for appropriate coverage of the approved concepts/skills curriculum.
  - c. Textbooks will be checked for compliance with District and Wisconsin standards.
  - d. Textbooks that pass the above test and checks will be further screened by committee members to review the following:
    - (1) Basic texts and supplementary materials shall support the District curriculum.
    - (2) Ensure accurate and up-to-date content.
    - (3) Sequential growth from level to level.
    - (4) Utility of teacher's manual and other supplementary materials
    - (5) Physical structure of materials and continuity of series
    - (6) Date of publication
  - e. The textbook committee will make a recommendation for adoption of the textbook(s) and all related textbook materials to the Principal and District Administrator.
  - f. After textbooks and other related textbook materials are adopted by the Board, the District Administrator will complete the purchase order.

**B. Textbook Maintenance and Disposal**

1. Textbooks must be accounted for by individual teachers on an annual basis. Shortages must be reported to the Principal.
2. A teacher may retain obsolete textbooks for reference purposes only. These

textbooks may not be used as the basic textbook.

LEGAL REF.: 118.03 Wisconsin Statutes  
118.13  
120.13(5)  
121.02(l)(h)

CROSS REF.: 110 - Philosophy of Education  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parents Rights and District Programs/Activities  
361 - Instructional Materials Selection  
361.1 Rule - General Guidelines for the Selection of Instructional  
Materials  
361.3 Rule - Reconsideration of Selected Instructional or Library  
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362 - Library Media Materials Selection, Evaluation, and Adoption  
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870 - Public Complaints  
870 Rule - Public Complaints Procedures

APPROVED: July 19, 2010

REVISED: March 21, 2022

**RECONSIDERATION OF SELECTED INSTRUCTIONAL OR LIBRARY MATERIALS**

Occasional objections may be made to some instructional or library materials despite the care taken to select appropriate materials for student and teacher use. Parents have the right to judge whether the material is appropriate for their child, but no parent or group of citizens of the community, however, may legally abridge the rights of other parents, teachers, or students to have access to information.

If a complaint is made, the following procedure shall be followed. The use of materials being reconsidered shall not be restricted until a final disposition of the complaint has been reached.

**Procedure**

1. Upon receipt of a complaint about any instructional or library material the building principal shall contact the complainant and the library media specialist or teacher to discuss the complaint. An attempt will be made to resolve the issue informally. The principal and library media specialist or teacher will explain to the complainant the philosophy, goals of the District, and the library media specialist or teacher, and the selection policy and procedure.
2. A standard form, “A Citizen’s Request for Reevaluation of Educational Material”, and a cover letter shall be sent to the complainant with a request that he/she return the completed form to the principal.
3. The complaint shall be submitted for consideration to an appointed review committee. The review committee will be appointed by the District Administrator and consist of:
  - a) Principal
  - b) Library media specialist or teacher
  - c) Two faculty members from the respective building
  - d) One community memberThe principal shall chair the committee. Copies of the complaint and the challenged material will be distributed to the committee members before.
4. Following the meeting of the review committee, the principal shall submit a report to the District Administrator and the complainant.
5. Following review by the District Administrator, the complaint may, if it is the desire of the complainant, be submitted to the Board of Education for further consideration.
6. The complainant, administrator, principal, and review committee members shall be informed of the Board of Education’s decision in writing.
7. The Board of Education shall be informed of any reconsideration process or a decision, at any level, to remove an item from classroom or LMC use if it is the result of a complaint handled through this procedure.
8. Complaints submitted directly to the District Administrator or the Board of Education shall be referred to the principal.
9. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved

in the original selection or use of the material.

10. Requests to reconsider materials that have previously been before the committee must receive the approval of a majority of the committee members before the material will again be reconsidered.

11. If a parent wishes to have certain materials withheld from his/her child, he/she will be asked to complete a “Parent’s Material Objections Form”

LEGAL REF.: 118.03 Wisconsin Statutes  
118.13  
120.13(5)  
121.02(l)(h)

CROSS REF.: 110 - Philosophy of Education  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parents Rights and District Programs/Activities  
361 - Instructional Materials Selection  
361.1 Rule - General Guidelines for the Section of Instructional

Materials

361.2 Rule - General Guidelines for the Selection of Textbooks  
362 - Library Media Materials Selection, Evaluation, and Adoption  
362.1 - Interlibrary Loan  
363 - Internet Safety and Acceptable Technology Use  
363.3 - Assistive Technology  
771.1 - Copyright Policy  
870 - Public Complaints  
870 Rule - Public Complaints Procedures

APPROVED: January 19, 1987

REVISED: July 19, 2010  
March 21, 2022

**EXHIBIT (1) 361.1**

**CITIZEN'S REQUEST FOR THE RE-EVALUATION OF EDUCATIONAL MATERIAL**

Request initiated by:

Address:

Telephone:

Do you represent:

\_\_\_\_\_ Yourself

\_\_\_\_\_ An organization (Name):

\_\_\_\_\_ Another Group (Name):

Format of the material for which reconsideration request is being made (book, periodical, DVD, etc.):

Publisher:

Title of material:

To what in the work do you object? (Please be specific; cite pages, etc)

Did you read/view/or listen to the entire work?

For what age group would you recommend this work?

What would you like the school to do about this work?

\_\_\_\_\_ Do not assign/lend it to my child

\_\_\_\_\_ Have the materials review committee reconsider the material

\_\_\_\_\_ Other (Please specify)

If you wish to make an oral presentation of 15 minutes or less to the review committee, please call the office of the principal for an appointment.

**EXHIBIT (2) 361.1**

**PARENT'S MATERIALS OBJECTION FORM**

**Student's Name:**

**Grade:**

No parent or group of citizens has the right to abridge the rights of other parents, teachers, or children to have access to information which is part of the educational program. However, a parent always has the right to judge whether school material is acceptable for his/her child. If you want certain material withheld from your child, please complete this form and return it to the building principal.

I wish to request that my child not be allowed to check out the following material from the Pecatonica Public School. (Use back if necessary).

**Parent's Signature:**

**Date:**

**Author:**

**Title:**

**LETTER TO COMPLAINANT**

Dear

We appreciate your concern over the use of \_\_\_\_\_ in the Pecatonica Area School District. The policies and procedures for selecting materials but realizes that not everyone will agree with every decision made.

To help you understand the selection process, we are sending copies of the District's:

1. Instructional goals and objectives
2. Materials selection criteria and procedures
3. Procedure for handling requests for reconsideration of materials

If you are still concerned after you review this material, please complete the enclosed Request for Reconsideration of Material Form and return it to me. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Pecatonica Area School Principal

**LIBRARY MEDIA MATERIALS SELECTION, EVALUATION AND ADOPTION**

The Board is legally responsible for all matters relating to the operation of the District. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the District. Selection of library media resources involves the principal, teachers and the library media specialist. The library media specialist will be responsible for coordinating the selection of instructional materials and making recommendations for purchase.

The Pecatonica Area School District shall not discriminate in the selection, evaluation or adoption of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

- LEGAL REF.:                    118.13 Wisconsin Statutes  
                                      120.13(5)  
                                      121.02(l)(h)  
                                      PI 8.01 (2)(h) Wisconsin Administrative Code  
                                      PI 9.03(l) Wisconsin Administrative Code
- CROSS REF.:                    110 - Philosophy of Education  
                                      330 - Curriculum Development and Improvement  
                                      333 - Student Privacy/Parents Rights and District Programs/Activities  
                                      361 - Instructional Materials Selection  
                                      361.1 Rule - General Guidelines for the Section of Instructional  
Materials  
                                      361.2 Rule - General Guidelines for the Selection of Textbooks  
                                      361.3 Rule - Reconsideration of Selected Instructional or Library  
Materials  
                                      362 Rule - General Guidelines for the Selection and Review of Library  
Media Resources  
                                      362.1 - Interlibrary Loan  
                                      363 - Internet Safety and Acceptable Technology Use  
                                      363.3 - Assistive Technology  
                                      771.1 - Copyright Policy  
                                      870 - Public Complaints  
                                      870 Rule - Public Complaints Procedures
- APPROVED:                    July 19, 2010
- REVISED:                      March 21, 2022



**GENERAL GUIDELINES FOR THE SELECTION AND REVIEW OF LIBRARY MEDIA RESOURCES**

The Pecatonica Area School District believes that library media centers (LMCs) are a fundamental part of the education program. They serve not only to support and enrich the curriculum, but also to provide for personal interests and recreational reading.

Therefore, the Pecatonica Area School District shall maintain LMCs with current, balanced collections that reflect the pluralistic nature of American society. The District Administrator shall annually request sufficient funds to maintain these collections at a high level and in accordance with the District's philosophy of education using the standards of the American Library Association as a guide.

Furthermore, the District endorses the following intellectual freedom statements which are appended to and are part of this policy.

- American Library Association Bill of Rights
- American Association of School Librarians School Library Bill of Rights
- Association for Educational Communications and Technology: Statement on Intellectual Freedom

The responsibility of the District's library media centers is to provide resources that will enrich and support curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served. Collection development is an on-going process which involves coordination of available and acquisition of new resources to meet the needs of students as they learn. The term collection refers primarily to materials the District owns, but also includes information acquired through interlibrary loan, resource sharing, and electronic databases.

**A. Responsibility For Selection Of Materials**

The same criteria and standards will be used for library media resources as used for the selection of all instructional materials used in the District. "Library Media Resources" include all print and non-print materials circulated from the school library media centers for student and/or staff use.

In addition, the following criteria shall apply:

The Board is legally responsible for all matters relating to the operation of the District. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the District. Selection of library media resources involves the principal, teachers and the library media specialist. The library media specialist will be responsible for coordinating the selection of instructional materials and making recommendations for purchase rest with the library media specialist.

**B. Selection Objectives**

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide background information this will enable students to make

informed decisions in their daily lives.

4. To provide materials on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis of all types of media.

5. To provide materials which realistically represent our pluralistic society and reflect the contributions made by various ethnic, racial, and religious groups and individuals to our American heritage.

### **C. Criteria For Selection**

The needs of the individual school, based on knowledge of the curriculum and existing collection, are given first consideration. Material for selection is considered on the basis of:

1. Overall purpose
2. Timeliness or permanence
3. Importance of the subject matter
4. Quality of the writing/production
5. Readability and popular appeal
6. Authoritativeness
7. Reputation and significance of the author/artist/composer
8. Reputation of the producer/publisher
9. Format
10. Price

The selection of any material, particularly an expensive item, should be seen in relation to the degree and need for the material, the amount of anticipated use, and existing budgetary limitations. Seldom used materials that are available through the District's Cooperative Educational Service Agency (CESA #3) membership or through interlibrary loan should not be considered.

The following specific criteria are also guides for the selection of any material.

1. The materials shall be chosen to enrich and support the curriculum and the personal needs of the user.
2. The material shall satisfy the intellectual, emotional or recreational interests of the user.
3. The material shall truthfully characterize daily life and not present false situations or stereotypes.
4. All illustrations shall be in good taste and appropriate.

In potentially sensitive areas materials should be selected for their strengths and/or significance rather than rejected for their weaknesses. The selection of these materials should be in accordance with the following criteria.

1. **Controversial Materials**

Instructional materials will be selected that present a balance of opposing sides of controversial issues so that students may develop, under guidance, the practice of critical analysis of all media.

2. **Religion**

Religious materials shall be available and should be factual, unbiased, and broadly representative. They should be chosen to explain, not to indoctrinate.

### 3. Racism

Factual materials should present diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage and give candid treatment to unresolved intercultural problems in the United States, including those that involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect from any individual.

### 4. Sexism

Factual resources should reflect sensitivity to the needs and rights of men and women without preference or bias. All materials should respect the claim of each person to all traits regarded as human and not assign them arbitrarily according to preconceived notions of sex roles.

### 5. Political Ideologies

Factual resources on an appropriate age level should be available on any ideology or philosophy of government, politics, current events, education or any other phase of life.

### 6. Profanity and Sexual Explicitness

Inclusion of profanity and sexual explicitness should not automatically disqualify instructional material resources. Pervasively vulgar materials should not be considered appropriate instructional materials resources. There should be a searching evaluation of the merits of each work including literary quality, truth of life and relevance to the curriculum and age/grade level appropriateness

### 7. Biased Materials

Materials which unfairly or inaccurately represent a particular race, sex, ethnic group, religion, etc., shall not be selected unless there exists a legitimate educational purpose, such as analysis, observation, historical development or interpretation, for the use of such materials.

In all cases the decisions shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the materials have literary or social value.

#### **D. Gift Materials**

Gifts from individuals and organizations shall meet the same standards and criteria established for the selection of all instructional materials and resources.

#### **E. Selection Procedures**

When selection material for purchase, the library media specialist shall evaluate the existing collection and investigate additional material available through CESA #3 and through interlibrary loan.

1. Selection of instructional materials shall be made by professional staff members in their respective areas.

Whenever possible, personal examination and evaluation of materials shall be made; otherwise reputable, unbiased, professionally prepared tools shall be used.

2. Recommendations for the purchase of instructional materials shall be gathered from faculty and administration.
3. Materials shall be previewed whenever possible.
4. An annual systematic review of the collections will be made. The collections will be continually reevaluated in relation to the changing curriculum content, new instructional methods, and current needs of teachers and students. Appropriate materials will be acquired to fill any gaps detected in the collections. This process of reevaluation will also lead to the systematic weeding of the collection to remove outdated material, materials no longer useful, and materials that are in poor repair.
5. Materials collected will include print and non-print items such as audio cassettes, books, computer programs, CD-ROM programs, games, graphic works, maps and globes, models, multi-media kits, newspapers, overhead transparencies, periodicals, pamphlets, realia, reference materials, video recordings.
6. The acquisition and use of materials shall be consistent with the current with Copyright law, P.L. 94-552

LEGAL REF.: 118.13 Wisconsin Statutes  
120.13(5)  
121.02(1)(h)  
PI 8.01 (2)(h) Wisconsin Administrative Code  
PI 9.03(1) Wisconsin Administrative Code

CROSS REF.: 110 - Philosophy of Education  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parents Rights and District Programs/Activities  
361 - Instructional Materials Selection  
361.1 Rule - General Guidelines for the Section of Instructional

Materials

361.2 Rule - General Guidelines for the Selection of Textbooks  
361.3 Rule - Reconsideration of Selected Instructional or Library

Materials

362 Rule - General Guidelines for the Selection and Review of Library  
Media Resources  
362.1 - Interlibrary Loan  
363 - Internet Safety and Acceptable Technology Use  
363.3 - Assistive Technology  
411 - Equal Educational Opportunities  
771.1 - Copyright Policy  
870 - Public Complaints  
870 Rule - Public Complaints Procedures

APPROVED: July 19, 2010

REVISED: March 21, 2022

**INTERLIBRARY LOAN**

This policy serves as an agreement between the libraries of the Pecatonica Area School District and other school districts and public libraries to provide library media services. Interlibrary loan is deemed necessary to provide a larger range of materials to meet the informational needs otherwise not presently available at the Pecatonica Area School District. Interlibrary loan shall not be viewed as a substitute for collection development. Although this policy is voluntary, it is based on the premise that it is in the best interest of the students of the Pecatonica Area School District that the individual libraries collectively share their resources to further enhance the educational needs of the students and staff.

**Definition**

Interlibrary loan is the procedure by which a library may borrow materials from another library for the use by an individual.

**Purpose**

The purpose of utilizing interlibrary loan is to obtain materials from other libraries that are not presently available in a library at Pecatonica Area Schools.

**Scope**

1. All types of materials regardless of format may be requested from a Pecatonica Area School District Library. The lending library will determine in each case whether the materials can be supplied.
2. Although the requested material may currently have a “in” status, it is not mandatory that the material be provided if the librarian considers it to be an item that will be used in the near future by a student or faculty member at the Pecatonica Area School District.
3. Pecatonica Area Schools will lend materials to other libraries. The needs of the Pecatonica Area School District library must be considered as first priorities.
4. All materials will be handled in compliance with current copyright regulations.

LEGAL REF.: 43.30 Wisconsin Statutes  
43.72  
120.12(2)  
120.13  
121.02(1)(h)  
PI 8.01 (2)(h) Wisconsin Administrative Code  
Enhancing Education Through Technology Act of 2001  
Telecommunications Act of 1996

CROSS REF.: 362 - Library Media Materials Selection, Evaluation, and Adoption  
362 Rule - General Guidelines for the Selection and Review of Library Media

Resources  
411 - Equal Educational Opportunities

APPROVED: April 11, 2005

REVISED: July 19, 2010  
March 21, 2022

## INTERNET SAFETY AND ACCEPTABLE USE

### Purpose

The Pecatonica Area School District provides access to electronic networks, including the Internet, as a part of the District's instructional program to enhance teaching and learning. The use of the District's property must be for educational and research purposes consistent with the educational objectives of the District. The District reserves the right to monitor and access all use of or content of the District's computers and networks. No person or user has an expectation of personal privacy in connection with their use of or content stored in, created, received or transmitted over any District property, including its computers and networks, unless such right is guaranteed by statute or other law.

In order to protect the integrity of the District's property and to protect the interests of the District and its students, the District prohibits (1) use that causes congestion or disruption to the District's computers and network; (2) searching, retrieving, transmitting or viewing any content in emails or other communications or documents that are not intended for that person; (3) unauthorized software use or downloading or installing unauthorized software, programs, or files; (4) use of the network for non-District business including commercial activities, product advertisement, financial gain or political activity; (5) engaging in any illegal or inappropriate conduct, including, but not limited to, copyright infringement, plagiarism, piracy, harassment, intimidation, threats, defamatory conduct, or misrepresentation including the unauthorized use of passwords or identities of other persons.

Students are responsible for exercising good behavior when using District computers and networks, and users are responsible for complying with all District policies when using District computers and networks per the Pecatonica Technology Handbook and Acceptable Use Policy (AUP). Students are expected to take responsibility for conducting themselves in an appropriate, efficient, ethical, and legal manner when using the Pecatonica Area School District hardware, software, network resources, and accessing the Internet. The use of information technology resources is a privilege, not a right. Any student's failure to exercise good behavior, to comply fully with this policy or to fail to fully comply with other District policies will warrant serious consequences including, but not limited to, loss of computer and network privileges, discipline, suspension, expulsion, and legal action. Users are notified that sexually explicit or pornographic content has no place in the District and violators who use or access such content will face severe consequences including expulsion and legal action.

### Description of Security Measures

1. Filtering – To the extent possible, the District shall use commercially reasonable technology protection measures that allow it to meet the requirements of the Children's Internet Protection Act, including the use of a filter to protect against access to:
  - a. Material that is, by definition, obscene (section 1460 of title 18, U.S. Code)
  - b. Child pornography (section 2256 of title 18, U.S. Code)
  - c. Material that is harmful to minors (further defined in the Children's Internet Protection Act)

2. Supervision – Since no technology protection measure will block 100% of the inappropriate material, the District emphasizes the importance of supervision. It is the expectation that all Pecatonica Area School District staff will be responsible for monitoring and supervising all users of information technology resources, including the Internet. District Administration will also be responsible for educating and updating staff regarding any internet safety initiatives or safety concerns.
  
3. Education – Information about appropriate use of technology and information included in this policy shall be made available to all users and reviewed with students at least once per school year. Staff members will provide instruction on standards of acceptable technology use and internet safety as part of technology courses and as part of instruction within regular classrooms. Staff will provide students training in the use of the District network, and the requirements of District policy and applicable rules. Instruction shall include appropriate use of online resources (i.e. social networking sites, chat rooms, and blogs), and cyber-bullying awareness and response.

#### Administration, Monitoring, and Privacy Rights

Although students are either assigned a Chromebook for the school year through our 1:1 initiative or have access to classroom devices, the District owns its computers, its networks and the content on those computers and networks. The District may enforce the operation of technology protection measures at any time and during any persons' use of the District's network. To ensure system integrity and appropriate use of information technology resources, the District reserves the right to monitor, inspect, store, and copy any information transmitted, stored or received using information technology resources.

Users shall have no expectations of privacy regarding the use of or content in information technology resources. In certain limited circumstances reserved to the discretion and decision of the District Administration or his/her designee, the technology protection measures may be disabled, circumvented, or minimized for those demonstrating a bona fide research need to access such filtered or blocked materials, or for other lawful purposes.

#### Statement Prohibiting Use Related to Discrimination, Harassment and Defamation

The District prohibits use of its computer system for any purpose in violation of the District's discrimination and anti-harassment policies. All forms of harassment through the use of technology commonly referred to as cyber bullying, are unacceptable and viewed as a violation of this policy. Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful social media posts (Instagram, Twitter, Facebook, etc), email messages, instant messages, text messages, digital pictures or images, or website postings. The District's computer system may not be used to defame others or disclose sensitive personal information about others.

It will also be the duty of the Building Administration to investigate and resolve any issues stemming from any such posts that occur during, or even outside of, school hours that cause a



disruption in another student's daily education. This is not limited to school owned devices, but personal devices as well.

#### Copyright Infringement of Software

The District prohibits the unauthorized use, downloading, installation, or copying of software on the District's computer system. All software used, downloaded, installed, or copied must be approved by the District. All users must comply with

applicable licensing agreements and copyright laws, and copyrighted material may not be used or shared without authorization from the publisher.

#### Description of Other Unacceptable Uses

District resources are to be used for school-related administrative and educational purposes. The user is responsible for his or her actions and activities involving technology. Some examples of prohibited uses include, but are not limited to, the following:

1. Searching for or deliberately viewing, listening to, or visiting websites with or known for containing inappropriate material or any material that is not in support of educational objectives, such as, profane material, obscene material, sexually explicit material, or pornography.
2. Attempting to vandalize damage, disconnect, or disassemble any network or computer component.
3. Attempting to gain unauthorized access to the District system or to any other computer system through the District system, or beyond an individual's authorized access. This includes attempting to log in through another person's account or accessing another person's files with or without their permission.
4. Searching for or creating security problems as this may be construed as an unauthorized attempt to gain access, i.e., computer hacking.
5. Using District resources for purposes of plagiarism, theft, infringement and other illegal or illicit purposes.
6. Connecting personal property to District equipment or network, including using personal cellular/mobile technology (i.e., iPhone, Android) devices to access the District's property, networks or Internet access.
7. Installing software without permission of the Tech Coordinator or his/her designee or using District software in a manner inconsistent with the District's interests, license agreements and applicable laws.
8. Wasting District resources including bandwidth.
9. Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies.
10. Using District resources to access personal or third party files, information, or electronic mail such as Hotmail, Yahoo mail, Gmail, email, etc.
11. Revealing personal data of students and staff (example: PIN, social security number, credit card numbers, addresses, phone numbers, etc.)
12. Using the system for purposes unrelated to the interests of the District such as use for commercial purposes or personal pleasure or gain.

In the event a user has any questions regarding whether the use of the District's property is appropriate under this Policy, then the user must contact the Tech Coordinator for direction.

### Use of Social Networking Sites

Certain Web 2.0 services, such as Schoology, YouTube, wikis, podcasts, RSS feeds, and blogs that emphasize online educational collaboration and sharing among users, may be permitted by the District. However, such use must be approved by the Principal, or designee, followed by training authorized by the District. Users must comply with this policy as well as any other relevant policies and rules during such use.

### Monitoring, Supervision, Enforcement, and Penalties

Consequences of violations of the AUP include, but are not limited to, the following:

1. Suspension of network privileges
2. Revocation of network privileges
3. Suspension of Internet privileges
4. Revocation of Internet privileges
5. School suspension
6. School expulsion
7. Restitution for the cost of the repair and/or technician fees to repair
8. Legal action and prosecution by the authorities

LEGAL REF.: 118.001 Wisconsin Statutes  
120.44  
943.70(2)  
947.0125  
Children's Internet Protection Act  
Neighborhood Children's Internet Protection Act  
Children's Online Privacy Act  
Federal Copyright Law [17 U.S.C]  
Technology Education and Copyright Harmonization Act  
Broadband Data Improvement Act of 2008  
Title II - Protecting Children in the 21st Century Act

CROSS REF.: 363.3 - Assistive Technology  
363.2 Exhibit - User Agreement and Parent Permission Form  
411.1 - Bullying  
443 - Student Conduct  
771 - Use and Duplication of Copyright Materials

APPROVED: July 19, 2010

REVISED: July 22, 2018  
March 21, 2022

**EXHIBIT 363.2 (1)**

**USER AGREEMENT AND PARENT PERMISSION FORM (4K – 12)**

Please select ONE option from EACH category This form must be completed each school year.

**Internet Permission – Grades 4K- 12**

\_\_\_\_\_ Yes, my child may have network access through his or her log-in identification, including internet access.

\_\_\_\_\_ No, my child may not have INTERNET access through his or her log-in identification. My child will be able to use other network applications such as Microsoft Office.

**Media Release Permission – Grades 4K – 12**

Periodically during the course of the school year, students may be photographed or videotaped for educational purposes to be loaded on the website, newsletters, or local newspapers.

\_\_\_\_\_ Yes, my child’s photo or work may be publicized or distributed by the District, including on the District’s website, in newsletters, or by non-District parties.

\_\_\_\_\_ No, my child’s photo or work may not be publicized or distributed by the District to external sources.

\*We have read the Acceptable Use of Technology Policy, and we understand and agree to follow all of the provisions of the Acceptable Use of Technology Policy\*

Student Name (please print):

Date:

Student Signature:

Parent/Guardian Signature:

**WASB CODE: 363.3**

**ASSISTIVE TECHNOLOGY**

The Pecatonica Area School District 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 and district policy.

The District shall not discriminate against qualified individuals with disabilities or special needs and will provide such individuals with special education and related services and such reasonable accommodations as may be required under laws such as Section 504 of the Rehabilitation Act (504), the Individuals with Disabilities Education Act (IDEA) and/or the Americans with Disabilities Act (ADA).

The District shall consider assistive technology devices and services for each student following an Individualized Education Program (IEP). If assistive technology is deemed necessary, it shall be written into the student's IEP.

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 in poverty, and English Language Learners, may be considered for technology devices and/or services.

An "Assistive Technology Device" means an 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 special needs. "Assistive Technology Service" means any service that directly assists a student with special needs in the selection, acquisition, or use of an assistive technology device.

- LEGAL REF.:        120.13 Wisconsin Statutes  
                          120.13  
                          115 Subchapter V  
                          Individuals with Disabilities Education Act, as amended  
                          Elementary and Secondary Education Act, as amended  
                          Assistive Technology Act of 1998  
                          Section 504 of the Rehabilitation Act  
                          Americans with Disabilities Act
- CROSS REF.:        342.1 - Programs for Students with Students with Disabilities  
                          342.5 - Title I Programming  
                          363.2 - Internet Safety and Acceptable Use  
                          411 - Equal Educational Opportunities  
                          Wisconsin Department of Public Instruction Special Education Policies and  
Procedures Manual  
                          Pecatonica Technology Plan
- APPROVED:        April 11, 2005

REVISED: July 19, 2010  
March 21, 2022

**SCHOOL COUNSELING PROGRAM**

The Pecatonica Area School District shall provide school counseling services. School counseling activities in grades K-12 shall be coordinated by a DPI certified school counselor.

The philosophy of the District's school counseling program will be to help all students develop positive and realistic concepts of themselves and help the students become aware of educational and vocational opportunities.

The school counseling staff will also work with students, staff, parents and administration in seeking to improve the learning climate of the school.

The program of school counseling will include provisions for career education, educational placement, referral, personal-social information, student appraisal, research and follow-up activities.

The counselors will be provided with offices conducive to conferences of a confidential nature. The counselor offices will be readily accessible to students.

School counseling personnel will comply with all State and Federal "Student Record Laws".

School counseling personnel will participate, as appropriate, on Individualized Education Program (IEP) Teams screenings.

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

Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.:        118.125 Wisconsin Statutes  
                          118.126  
                          118.13  
                          121.02(1)(e)  
                          121.02 (1)(g)  
                          PI 8.01 (2)(e) & (g) Wisconsin Administrative Code  
                          PI 9.03 (1)

CROSS REF.:        342.3 - Gifted and Talented Program  
                          333 - Student Privacy/Parent Rights and District Programs/Activities  
                          346 - Student Records  
                          411 - Equal Educational Opportunities  
                          411 Rule - Student Discrimination Complaint Procedures  
                          457 - Suicide Prevention  
                          460 - Student Scholarships  
                          School Safety Plans



APPROVED: January 19, 1987

REVISED: July 19, 2010  
March 21, 2022

**STUDENT ACTIVITIES**

The Board of Education believes student activities contribute to the educational goal of helping the individual develop into a competent citizen for life in a free society. Any activities which contribute to the District's educational goals shall be encouraged as long as interest in these activities exist in proper perspective and as long as the school system is financially able to maintain them.

Instructional staff shall be encouraged to provide co-curricular and extracurricular activities for students in grades K-12. The Board encourages the full participation of elementary and middle school students in extracurricular and recreational programs and activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allows.

The Board shall establish a budget to support student activities to the extent necessary to provide all students an opportunity to augment their skills and interests for the future.

The Pecatonica Area School District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the District from placing a student in a program or activity based on objective standards of individual performance.

Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.:           118.13 Wisconsin Statutes  
                          120.12(23)  
                          120.13  
                          PI 9.03(1) Wisconsin Administrative Code

CROSS REF.:           110 - Philosophy of Education  
                          374 - Student Fundraising Activities  
                          375 - Student Attendance at Conferences/Competitions  
                          411 - Equal Educational Opportunities  
                          662.1 - Student Activity Funds  
                          751.4 - Extracurricular Transportation  
                          Student Handbook

APPROVED:           July 19, 2010

REVISED:            March 21, 2022

**INTERSCHOLASTIC ATHLETICS**

It is the Board’s policy to provide high school students interscholastic athletic competition in a variety of sports. Qualified personnel shall be provided for coaching and supervising the individual sports.

The purpose of high school athletics is both educational and recreational. The athletic program should encourage participation by as many males and females as possible and will be carried on with the best interests of the participants as the first consideration. This should be done with consideration for the students’ other obligations.

The Pecatonica Area School District is a member of the Wisconsin Interscholastic Athletic Association (WIAA) and in all athletic matters will adhere to the rules and regulations of that body and to the philosophy of sports which WIAA encourages. The District will further develop a local athletic code to govern the conduct of the participating athletes. District participation in interscholastic athletics shall be subject to approval by the Board of Education. Insurance against accident or injury shall be provided by the district for students engaging in interscholastic athletics.

The Board also encourages the full participation of elementary and middle school students in interscholastic athletic programs and activities. For purposes of board policy, “full participation” means fair and equal participation to the extent that the budget, facilities or type of activity allows.

The District shall not discriminate in student participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the District from placing a student in a program or activity based on objective standards of individual performance, providing separate programs in interscholastic athletics for males and females if such programs are comparable in type, scope, and support from the District, or from providing separate toilet, locker and shower facilities.

Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: 118.13 Wisconsin Statutes  
120.12(23)  
120.13 (1)(a)  
PI 9.03(1) Wisconsin Administrative Code

CROSS REF.: 370 - Student Activities  
375 - Student Attendance at Conferences/Competitions  
411 - Equal Educational Opportunities  
662.1 - Student Activity Funds  
751.4 - Extracurricular Transportation  
School Activity/Athletic Code  
WIAA Rules and Regulations

APPROVED: July 19, 2010

REVISED:

**STUDENT FUND RAISING ACTIVITIES**

All student fund-raising activities will be approved by the District Administrator or designee prior to the start of the fund-raising activity. A fund-raiser request form will be submitted to the District Administrator or designee.

A school staff member or advisor will be responsible for supervising each student group that wishes to conduct a fund-raising activity.

Students in grades PK-5 are not encouraged to participate in fund-raising activities involving door-to-door selling, or activities involving the collecting of cash for a fund-raising activity.

LEGAL REF.: 103.23 Wisconsin Statutes  
118.12 (1) & (2)  
118.13  
120.14  
120.16 (2) & (5)  
120.18

CROSS REF.: 662.1 - Student Activity Funds

APPROVED: December 17, 1990

REVISED: July 19, 2010

**STUDENT ATTENDANCE AT CONFERENCES/COMPETITIONS**

Students participating in school-sponsored conferences and/or competitions shall have the following expenses covered:

1. Registration
2. In-state transportation
3. Room
4. Meals

Expenses shall be reimbursed by the District upon submission of supporting receipts as required. Such expenses must be approved and incurred in accordance with budget allocations and established district procedures.

Students who are approved to represent the District shall be released from school to participate in accordance with established procedures. When necessary, a parent/guardian permission form must be submitted to the building principal prior to the event.

Faculty advisors or coaches shall accompany the participating students and their expenses shall be paid by the District in accordance with the District's expense reimbursement policy.

Conferences/competitions covered by this policy will be those sponsored by the Wisconsin Interscholastic Athletic Association, Wisconsin High School Forensics Associations, and the Department of Public Instruction for organizations, including but not limited to, FFA, FHA, FBLA, and SADD.

Student competitions on the national level will be approved/financed on an individual basis. Sponsoring organizations and students will be expected to pay a portion of the cost.

LEGAL REF.: 118.001 Wisconsin Statutes  
120.13  
895.437

CROSS REF.: 370 - Student Activities  
377 - Interscholastic Athletics  
411 - Equal Educational Opportunities  
431 - Attendance and Truancy  
671.1 - Expense Reimbursement  
751.4 - Extracurricular Transportation  
School Activity/Athletic Code

APPROVED: July 19, 2010

REVISED: March 21, 2022

**TEACHING ABOUT CONTROVERSIAL ISSUES**

It is the desire of the Pecatonica Area School District to achieve an educational environment through which the teachers and students of the District may enter the marketplace of free ideas with hope, anticipation, and enthusiasm for the achievement of individual excellence consistent with individual ability.

The presentation and discussion of controversial issues shall be on an informative basis. Controversial issues are defined as topics characterized by significant differences of opinion, usually generated from divergent underlying values and belief systems. One important function of public education is to provide opportunities for students to learn how controversial issues are dealt with in a democratic society. Teaching of these issues provides students with opportunities to learn about problems, issues, and concerns of contemporary society; to form opinions, and to participate in discussions that reflect divergent views and opinions.

The Superintendent and Board of Education shall establish administrative rules for the staff to follow for teaching about controversial issues.

LEGAL REF.:       115.35 Wisconsin Statutes  
                      118.001  
                      118.01(2)(d)c  
                      121.02(1)(h)

CROSS REF.:       310 - Instructional Goals  
                      330 - Curriculum Development and Improvement  
                      333 - Student Privacy/Parent Rights and District Programs/Activities  
                      360 - Instructional Resources  
                      361.1 - Selection and Adoption of Instructional Materials  
                      411 - Equal Educational Opportunities  
                      871 - Reconsideration of Selected Materials  
                      381 Rule - Guidelines for Teaching Controversial Issues

APPROVED:        July 19, 2010

REVISED:         March 21, 2022

## WASB CODE: 381-RULE

### GUIDELINES FOR TEACHING CONTROVERSIAL ISSUES

A controversial issue is any topic, problem or policy on which there are significant differences of opinion. An issue is controversial when different interpretations are given to a particular set of facts. Although disagreement may arise over facts, an issue usually becomes controversial because different values are applied to certain facts.

#### A. Selection of Controversial Issues for Study

Instruction on controversial issues must reference the District's standards and curriculum. The overriding educational purpose of teaching about controversial issues is to improve student achievement and students' civic development. In selecting controversial issues for study, the teacher shall consider the following.

1. Significance – Is the issue important or related to a persistent problem so that the information acquired will have continuing usefulness?
2. Definability – Does the issue involve alternative viewpoints that can be understood and defined by the students concerned?
3. Availability of Materials – Is the issue one about which information is available, so that alternatives can be studied, discussed and evaluated on a factual and reasonable basis?
4. Timeliness – Is the topic too inflammatory at the moment? Might it be wise to defer consideration of the issue so that it can be studied and discussed calmly and with due consideration of facts. Providing information versus engendering emotion should be considered instructional strategy.
5. Educational Contribution – Does the issue provide opportunity for critical thinking, for the development of respect and tolerance, and for the understanding of conflicting viewpoints?

#### B. Role of Teacher

District teachers do not “TEACH” controversial issues; they teach about such issues. It is their responsibility to provide opportunities for dispassionate, fair, and scholarly study of controversial issues so that students may have an opportunity to study such issues in an atmosphere void of partisanship and bias. Controversial issues which are sensitive or likely to create an emotional reaction in the community should be fully discussed with the building principal prior to presentation to the students.

It is the responsibility of teachers to help students learn the skills involved in critical thinking and problem solving; to help students obtain appropriate instructional materials representing all sides of a question; and to help students acquire skill in judging sources and weighing evidence. Teachers should help students learn to distinguish fact from opinion.

The classroom teacher should serve as moderator and facilitate the discussion of issues in a constructive and meaningful way. Teachers shall not attempt to limit or control the judgment of students on controversial issues. Teachers should seek to foster the use of facts and discourage the exchange of uninformed opinions. They should insist on understanding, but not agreement on controversial issues.

C. Selection of Instructional materials

Instructional materials representing a wide range of viewpoints shall be available to students and teachers. Material that is defined propaganda may be made available to students, depending on the level of student maturity and intellectual development, and must be used in support of and referenced to a curriculum content standard. Adequate and varied materials that present fully all sides of controversial issues should be provided both in the classroom and in school library media centers in accordance with established District policies and guidelines.

LEGAL REF.: 115.35 Wisconsin Statutes  
118.001  
118.01(2)(d)c  
121.02(1)(h)

CROSS REF.: 310 - Instructional Goals  
330 - Curriculum Development and Improvement  
333 - Student Privacy/Parent Rights and District Programs/Activities  
360 - Instructional Resources  
361.1 - Selection and Adoption of Instructional Materials  
381 - Teaching About Controversial Issues  
411 - Equal Educational Opportunities  
871 - Reconsideration of Selected Materials

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