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INSTRUCTIONAL POLICY STATEMENT

Research on effective schools identifies the following key elements all schools must address if all students are to learn:

1. A clear school mission and accompanying instructional program.
2. Strong instructional leadership.
3. High student expectations.
4. An orderly learning climate.
5. Opportunity for students to maximize learning.
6. Ongoing monitoring of student progress.
7. Parent and community involvement in the schools.

As such, the Board considers the instructional program to be of preeminent importance. Consequently, it is the policy of the Board to constantly maintain and improve the instructional program.

This policy will be implemented through a clear identification of goals and objectives, aggressive recruitment, training and recognition of our faculty, and periodic evaluations of program effectiveness. In its evaluation, the Board will seek input from the community.

In addition to establishing the mission, purpose, and standards for the schools, the Board must evaluate programs. In order to objectively evaluate programs effectively, the Board directs the administration to present the Board with factual evidence regarding achievement and productivity. Given such, the Board can then evaluate the educational system for continued growth and improvement.

CROSS REFERENCE: 5400 - Meeting the Needs of All Students
 Collaborative District Improvement Process

APPROVED: 11/20/72

REVISED: 3/15/90

REVISED: 8/17/04

READOPTED: 9/20/04

DISTRICT ASSESSMENT OF STUDENTS

Balanced, ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation and application of assessment data is necessary to ensure quality improvement of student achievement, accountability for teaching and learning, and appropriate program review.

Assessment in the School District of West De Pere is based on the following guiding principles:

1. The essential purpose of assessment is the improvement of student learning.
2. Assessment must provide a comprehensive picture of student achievement.
3. Assessment must measure growth over time.
4. Assessment must be valid and reliable.
5. Assessment data must be responsibly and efficiently collected and managed.

To accomplish the purposes defined above, the assessment system encompasses a variety of assessment types such as:

- Standardized assessments that measure student skill and proficiency in relation to adopted state and local standards
- Standardized assessments that measure student achievement and aptitude in relation to state and national norms
- Benchmark assessments that chart student progress at defined points throughout the school year
- Common grade level assessments, writing assessments, portfolios, performance assessments and other authentic assessment that measure learning achievement on learning targets
- Formative assessments that provide feedback to both students and teachers about the progress students are making toward the articulated standards
- Student self-assessments that provide students with the means to be actively involved in their own learning and academic goal setting
- Diagnostic assessments to improve the student's learning experience and their level of achievement

The District expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

When a parent or guardian requests that a student be excused from participating in any assessment that is required by the State, this request must be honored at grades 4 and 8-11 per Wis. Statute 118.30(2)(b)3. Parent request may come at any time during the testing window and must be submitted in writing to the building principal. Per Wis. Statute 118.016(1), students in grades 4K-2 may not opt out of the state-required assessments. If the student is not in the above mentioned grade levels, the decision to grant the request is at the discretion of the building principal.

Appropriate student assessment reports will be provided to the public and parents as required by law. District level data will be used for curriculum development and evaluation, monitoring student learning, program development and evaluation, establishing goals, making budgetary decisions, determining needs for professional development and developing remediation plans at the classroom, building and District level when needed. Building level data will be used to monitor student learning, the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents/guardians, and to determine needs for building level professional learning and development.

DISTRICT ASSESSMENT OF STUDENTS

Except as otherwise provided by law, individual student scores obtained from any aspect of the District's assessment program shall remain confidential and only be provided to appropriate school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian(s).

Decisions regarding the assessment of students with disabilities and English Language Learners shall be made on an individual basis in accordance with legal requirements and established District policies and procedures. Accommodations provided for students with disabilities shall be documented on an Individualized Education Plan (IEP) or 504 plan.

District staff involved with assessment or handling of assessment tools shall meet ethical and appropriate testing standards by:

- Following district, state and federal procedures for handling and tracking test materials before, during and after testing
- Ensuring the integrity of testing environments by following standardized assessment procedures
- Following district, state and/or federal procedures for proctoring assessments
- Maintaining confidentiality of assessment content
- Providing only district state or federally authorized assessment practice tools and materials for student use
- Following approved or allowable accommodations during assessment
- Submitting appropriate confidentiality agreement forms to district personnel annually
- Following proper procedures when reporting or investigating any alleged violation of test security provisions
- Participating in all required assessment and security training
- Prohibiting any person without sufficient and appropriate knowledge, skills or training from administering assessments.

The District is responsible for investigating all reports of assessment violations and following disciplinary actions for staff found to be in violation of following established standards for ethical and appropriate testing practices. Disciplinary action will follow the district's Standards for Conduct/Employee Discipline in the Employment Provisions Handbook.

CROSS REFERENCE: 4121- Teacher
 4122- Charter School Teacher
 4128- Teacher, K-5 Literacy Intervention/Title I
 4129- Teacher, Grades 6-12 Literacy Intervention/Title I
 4130- Teacher, K-5 Math Intervention/Title I
 5200.1- Fourth Grade Promotion Policy
 5200.2- Eighth Grade Promotion Policy
 5400.6- Programs for Gifted Students
 5400.7- Services to Children with Disabilities
 5400.11- Programs and Services for English Language Learners
 6191- Title I Parental Involvement Policy
 Wisconsin Statute 118.30(2)(b)3
 Wisconsin Statute 118.016(1)

ADOPTED: 2/12/14
REVISED: 2/18/15

READOPTED: 3/18/15

CURRICULUM ADOPTION

The Board of Education recognizes that changing students needs require that District curricula be revised periodically.

The Curriculum Director shall be responsible for developing procedures for monitoring existing curricula and for utilizing expertise available from within and/or outside the school system to develop new, more effective and appropriate curricula.

Approval of proposals to add new courses or programs or to delete existing course or programs shall rest with the Board. Such consideration usually takes place each November or as needed.

The principal may approve the revision of a unit (s) of instruction within an individual course or program, providing the objectives of the revised unit(s) are consistent with the existing course goals.

Where applicable, instructional materials and texts will reflect the cultural diversity and pluralistic nature of American society.

LEGAL REFERENCE: Sec. 120.12 (14) Wis. Stat.

APPROVED: 10/17/85

REVISED: 8/20/87

REVISED: 8/16/89

REVISED: 6/15/00

READOPTED: 7/17/00

INSTRUCTIONAL SCHOOL DAY

The Board defines the normal school day as follows:

Westwood Elementary School *[beginning the 2019-2020 school year]*

Grade 4K	8:40 a.m. - 11:25 a.m. 12:40 p.m. - 3:25 p.m.
Grades K-5	8:40 a.m. - 3:30 p.m.

Hemlock Creek Elementary School

Grades K-5	8:40 a.m. - 3:30 p.m.
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Our Lady of Lourdes site *[beginning the 2019-2020 school year]*

Grade 4K	8:25 a.m. - 11:10 a.m. 12:30 p.m. - 3:15 p.m.
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Encompass Early Education & Care site

Grade 4K	8:40 a.m. - 11:25 a.m. 12:30 p.m. - 3:15 p.m.
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Kiddie College Child Care Center site

Grade 4K	8:40 a.m. - 11:25 a.m. 12:30 p.m. - 3:15 p.m.
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West De Pere Middle School *[beginning the 2019-2020 school year]*

Grades 6-8	7:45 a.m. - 2:50 p.m.
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Phantom Knight School of Opportunity *[beginning the 2019-2020 school year]*

Grades 7-12	7:30-a.m. - 2:40 p.m.
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West De Pere High School *[beginning the 2019-2020 school year]*

Grades 9-12	7:30-a.m. - 2:40 p.m.
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The local school administration reserves the right for some flexibility in order to adjust to local situations which may arise.

LEGAL REFERENCE: Section 115.01 (10), Wis. Statutes
120.12 (15), Wis. Statutes

CROSS REFERENCE: 5110 - Fulltime Students

ADOPTED: 11/18/75

REVISED: 1/18/77, 9/20/78, 7/18/84, 1/13/00, 9/17/01, 5/17/04, 6/19/06, 6/21/07, 7/16/08, 9/18/12

REVISED: 8/23/16, 2/8/17, 6/6/18

REVISED: 3/11/19

READOPTED: 4/8/19

EMERGENCY SCHOOL CLOSINGS

The superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour, or to dismiss students early, the administration has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible. Therefore if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the superintendent or his designee will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of children;

1. Weather conditions, both existing and predicted
2. Driving traffic and parking conditions affecting public and private transportation facilities
3. Actual occurrence of an imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students

The superintendent will weigh these factors and will take action to close the schools after consultation with the bus company, public safety authorities, and with school officials from neighboring districts. Students, parents, and staff will be informed early in each school year of the procedures which will be used to notify them in case of emergency closing.

ADOPTED: 9/19/74

AMENDED: 3/20/79

reviewed: 11/19/14

CRISIS POLICY

It is the policy of the West De Pere School District to keep the health and safety of the students and staff as a top priority. However, on rare occasions there are uncommon emergency situations or crises which arise that district staff are not typically trained to deal with. While all possible crises cannot be anticipated, the district has made a concerted effort to identify those which have some probability of directly impacting a school, and have developed guidelines for how the district will respond to such crises. These guidelines are detailed in the District Crisis Manual, and will govern how staff will respond.

The district will work with local law enforcement to ensure that the manuals are accurate, and up to date. The district will make these manuals readily available to all staff and annually inform the staff of the locations of these manuals. The district will also annually provide inservicing on the content of the manual: general emergency guidelines for all staff; and determine what staff should have more detailed inservicing on certain emergency-specific details.

CROSS REFERENCE: 5120 - STUDENT RECORDS

LEGAL REFERENCE: 118.125 WIS. STATUTES
118.126
146.025
146.82
757.24 (7)
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

ADOPTED: 7/19/89

REVISED: 1/18/99

READOPTED: 2/18/99

SPECIAL OBSERVANCE DAYS

The School District of West De Pere shall provide for the proper observance of the following special observance days.

September 16	Mildred Fish Harnack Day
September 17	U.S. Constitution Day
September 28	Frances Willard Day
September-3rd Friday	POW-MIA Recognition Day
Sept-Wed of 3 rd full week	Wisconsin Day
October 9	Leif Erickson Day
October 12	Christopher Columbus Day
November 11	Veterans Day
January 15	Dr. Martin Luther King, Jr. Day
February 12	Abraham Lincoln's Birthday
February 15	Susan B. Anthony's Birthday
February 22	George Washington's Birthday
March 4	Casimir Pulaski Day
March 17	"The Great Hunger" in Ireland
April 9	Prisoners of War Remembrance Day
April 13	American's Creed Day
April 19	Patriot's Day
April 22	Environmental Awareness Day
April-Last Friday	Arbor Day

(If any of the above fall on Saturday or Sunday, the observance shall be on the school day immediately preceding or following. Also, if school is held on June 14, the day should be appropriately observed as Robert M. La Follette, Sr. Day.)

The principals, along with the teaching staffs, shall be responsible for providing appropriate activities for the observance of the above specified days. A written record of how these days were observed will be kept by each principal.

LEGAL REFERENCE: Wisconsin Statutes. Section 118.02

ADOPTED: 10/15/80
REVISED: 8/20/87
REVISED: 2/21/05

READOPTED: 3/21/05

INTERSCHOLASTIC ACTIVITIES

The Board believes individual students will benefit through opportunities to grow physically and intellectually through their experiences in self-discipline and their contribution to team effort made possible through competitive interscholastic and intramural team and individual activities.

It is the Board's policy to provide students interscholastic competition in a variety of areas. Such students shall also receive recognition for involvement without cost to the students.

Students shall be allowed to participate providing they meet and maintain the requirements of the school and state activity codes. In all cases, students shall consider participation a privilege and not an entitlement, and should accept the responsibility of representing the schools in a positive manner. Failure to do so will result in the loss of privilege as determined by school and state guidelines.

The purpose of school activities is both educational and recreational. The activity program should encourage participation by as many boys and girls as possible and should be carried on with the best interests of the participants as the first consideration. The Board encourages the participation of all students in extracurricular activities. "Participation" means fair and equitable participation to the extent that the budget, facilities or type of activity allows. As such, the practice of cutting in elementary through 10th grade is to be discouraged and team rosters generally filled to WIAA maximum levels.

It is recognized that a well organized and well conducted activity program is a potent factor in the morale of a school student body and an important phase of good community-school relations. Too great an emphasis on winning contests or too consistent a record of losing them are both harmful to the development of good attitudes among students and the public.

The activity program is an integral part of the school curriculum and comes under the authority of the principal to the same degree as do all other phases of the curriculum. Scheduling of extracurricular practices/events should be done without unreasonable interference with other school and community obligations. Staff members having direct responsibility for programs are required to follow established Board and administrative policy.

CROSS REFERENCE: Student Handbook
 Activity Codes
 Athletic Handbook

ADOPTED: 1/15/79
REVISED: 2/27/90
REVISED: 3/15/93

COORDINATING COMMUNITY/SCHOOL ACTIVITIES

The Board of Education believes that it is in the best interest of all students that calendar parameters be established to guide various community groups in scheduling activities. To assist in developing a common understanding between community and school, these school activity guidelines shall be followed:

- A. This policy shall emphasize parameters for all school activities, not just sports.
- B. Wednesday school activities should end at 5:45 p.m. thus allowing students to depart the buildings by 6:00 p.m. Scheduling of any evening activities on Wednesday will be avoided in deference to community related activities.
- C. The schools may use Wednesday evenings from May 1 through the end of the school year for banquets, etc.
- D. Activities scheduled on Sundays or holidays shall be limited in nature. Exceptions can be made on Sunday if not scheduled before 12:00 noon and approved by building administration.
- E. There shall be no school activities when the schools are closed because of adverse weather conditions.

Exceptions to the above guidelines may be made by a building administrator when a group has a schedule change requiring Wednesday competitions, a regularly scheduled competition on Monday, or has won the privilege of advancing to a higher level of competition. In this instance, a building Principal or Director of Student Activities may approve of a request from a coach for practice on the Sunday preceding the contest, providing students' attendance at the session is not compulsory. These practices may not begin before 12:00 noon.

CROSS REFERENCE: Coaches/Advisors' Handbooks
Activities Handbooks

ADOPTED: 6/20/96

REVISED: 4/19/04

READOPTED: 5/17/04

USE of the COMPUTER NETWORK and the INTERNETBylaws and Policies

The School District of West De Pere provides a data and communications network to facilitate communication within the school community and between that community and the global community.

Ready access to information resources inside and outside the school provides academic support and promotes innovation. Access to these resources is a privilege, not a right. Resource sharing and communication both within the school and also with other educational institutions broadens and enriches the learning environment for students and staff.

This policy is established to delineate use of network resources for District administrative and educational purposes. "Educational Purposes" include the use of the computer network system for classroom and professional development activities.

The District encourages staff and students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to live and work in the 21st century.

All users (i.e. teachers, administrators, staff, students and other authorized personnel) and parents/guardians need to understand that even though we have taken precautions to filter Internet content and are providing adult supervision by teachers and/or support staff, there is still the potential for students to access inappropriate material. Our Internet filtering cannot be disabled by students or staff. The benefits to students accessing the Internet far outweigh disadvantages. Ultimately, parents and guardians are responsible for setting and conveying standards that their children should follow when using media and information resources. To that end, the School District of West De Pere supports and respects each family's decision to apply for, deny, suspend, or terminate their child's access. Access, if issued, shall remain in effect through the school year, unless suspended or terminated by either the school, parent or guardian.

All Internet and network users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

The District designates all administrators as responsible for overseeing the implementation and enforcement of this policy and its accompanying guidelines as they apply to the use of the network and the Internet for instructional purposes.

The School District of West De Pere complies with CIPA (Children's Internet Protection Act) and NCIPA (Neighborhood Children's Internet Protection Act).

LEGAL REFERENCE: Wisconsin Statutes, ACT 353

CROSS REFERENCE: 6131 – Computer Network and Internet Use
6131(R) – Guidelines for Using West De Pere's Computer Network and the Internet
Student/Parent Handbooks
Staff Handbooks/Agreements

ADOPTED: 1/2/97

REVISED: 6/21/01, 5/19/03, 3/15/06, 10/15/08

READOPTED: 4/15/09

COMPUTER NETWORK AND INTERNET USE

The Board of Education supports student and staff use of West De Pere's Computer Network and the Internet to participate in distance learning activities, to communicate with experts, to communicate with other students and staff and to locate material to meet their educational and informational needs. The District's goal in providing this computer network system is to promote educational excellence in schools by facilitating resource sharing, innovation, communication, and instruction to meet the expectations of Wisconsin's Model Academic Standards and District standards and benchmarks.

Information available via the Internet is changing, and it is impossible to predict with certainty what information might be located there. Just as the purchase, availability, and use of media materials does not indicate endorsement of their content by school officials, neither does making electronic information available to students and staff imply endorsement of that content.

School administrators will develop procedures which facilitate use of the Internet.

CROSS REFERENCE: 6130-Use of the COMPUTER NETWORK and the INTERNET
 Student/Parent Handbooks
 Staff Handbooks

ADOPTED: 1/2/97
REVISED: 6/21/01
READOPTED: 4/15/09
Reviewed: 5/9/18

Guidelines for Using West De Pere's Computer Network and the Internet

West De Pere's computer network and Internet access are provided for the benefit of students and staff for academic purposes. Users are responsible for their behavior and communications while using District technology. A *Computer Use Acceptance* screen acknowledging adherence of this policy appears on all computers prior to logging on. The following guidelines have been established so that they can be used freely, safely, and efficiently:

- a. Priority should be given to school assignments; and arrangements for sharing time on equipment should be negotiated fairly.
- b. Use respect for others.
- c. Use shared resources wisely. Diligent effort must be made to conserve system resources. (i.e. frequently delete emails and unused files and turn off unused equipment).
- d. Use language that is appropriate in the school community.
- e. Purchase of products or services online is prohibited unless they are for educational purposes and prior approval is received.
- f. Use of the network for commercial activity, product advertisement, political lobbying, or harassment of students, staff or others is strictly prohibited.

School computers interact with West De Pere's computer network in invisible but carefully designed ways. Therefore:

- g. No alterations should be made to the hard drives of any school computers or servers: don't change settings, add or delete programs, change operating systems; and don't run programs from media (e.g., disks, CD/DVD's, USB drives, ...) without permission of the network system administrators.
- h. The use of *non-educational* sites, including but not limited to, games, Internet chats, blogs, wikis, and unmoderated forums is an inappropriate use of computer resources and is not allowed.
- i. It is improper and illegal to copy programs, tamper with hardware, alter files, or enter certain areas of West De Pere's computer network without authorization.
- j. Any and all software or Internet subscriptions must be approved for compatibility with the West De Pere's computer network before purchasing.
- k. Do not disrupt the use of the network (e.g. downloading or uploading files of any type including, but not limited to, streaming music, video, or applications).
- l. No unauthorized access, including so-called 'hacking' and other unlawful activities.
- m. No unauthorized disclosure, use, and dissemination of personal identification regarding minors.
- n. Prohibited activity includes, but is not limited to, access to material deemed "obscene", "child pornography", or "harmful to minors".
- o. The West De Pere's school website is available to the public. The website is modified by selected school personnel and by students under the supervision of a Business Education teacher in a web class. No unauthorized modifications are allowed.

Consequences of Misuse Any user in violation of this policy will be subject to disciplinary action, which may include, but not be limited to restitution for any and all damages, loss of computer use privileges, suspension, expulsion, and referral to local authorities for further legal action. Any user denied access due to misuse will be responsible for finding alternatives for completing their tasks.

Guidelines for Using West De Pere's Computer Network and the Internet

Passwords Respect the confidentiality of passwords. Do not attempt to log on as anyone else. Users will keep all passwords confidential and not accessible to others. Staff will change passwords regularly as required. Change your password or ask to have your password changed when you think someone else may know it, and notify a teacher or administrator if you suspect passwords are being abused.

Email/Chat Rooms/ Direct Electronic Messaging The same rules of civility for speaking or writing apply. Before you send a message, read it over to be sure it communicates the content and tone you want the receiver to read. Don't send unnecessary messages that wastes the receiver's time, and don't use up unnecessary paper printing out your messages unless you need them for a class.

- a. The School District of West De Pere pays for staff email accounts, which are provided for you to conduct your work. Limited occasional and brief use of email for personal reasons is acceptable.
- b. District administered student email accounts are provided for students in grades 4-12 and are to be used only for educational related purposes.
- c. Your email account is not yours. Your messages are the property of the school district. The District retains the right to review, audit, intercept, access and disclose all messages created, sent, and received over the email system as necessary.
- d. Unacceptable use of the email system would include passing on chain mail, jokes, links to non-educational websites, spams, animations, hoax virus warnings, etc.
- e. Chat room access or direct electronic messaging (including instant messaging) is prohibited unless there is a direct educational purpose and approval is granted by a school system administrator.
- f. The safety and security of minors must be considered when engaged in any of the above.

Privacy Privacy is valued and respected in the West De Pere community. However, Network and District administrators have the right to examine the contents of the file server, email server, and to track Internet usage with security software capable of recording any and all sites visited to maintain system integrity and ensure responsible use of the system. ALL email, internal and external, both sent and received, is recorded on a read-only server accessible for administrative purposes.

In order to foster independent thought, creativity, and intellectual development, the school will only examine files when there is reason to suspect any activity or material that violates the school's code of conduct or the law. This includes criminal activity, material that is obscene, material that is violent or actively encourages violent behavior, plagiarism or violation of intellectual rights or copyright laws, activity that endangers, demeans, threatens, or libels a person or persons, and material that denigrates people based on gender, race, ethnicity, disability, religious beliefs, or sexual identity.

Software

- a. The unauthorized installation of software or files is prohibited.
 1. Licensing agreements will be upheld for copyrighted software.
 2. Privately owned software is prohibited.
- b. All software selection, approval, and budgeting must follow established procedures. Reference chart 'Schematic for Software Selection/Approval/Budgeting'.

Guidelines for Using West De Pere's Computer Network and the Internet

Cyber-bullying The District's computer network and district owned equipment may not be used for the purpose of harassment. All forms of harassment are unacceptable and viewed as a violation of the District's acceptable use policy and procedures.

Cyber-bullying includes harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email or text messages, digital pictures, or web site postings, including blogs, social networking sites, and any other web tools.

Students and community members, who believe they have been the victims of such misuses of technology, as described in this policy, should print out a copy of the offending material and bring to the attention of a staff member or principal.

Use of New Web Tools The use of social networking, blogs, wikis, podcasts or other web tools are considered an extension of your classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in any web tools.

Students using social networking, blogs, wikis, podcasts, or other web tools are expected to act safely by keeping ALL personal information out of their posts.

Students using such tools agree to not share their username or password with anyone besides their teachers and parents.

Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

Copyright and Plagiarism Users of Information must always document sources, in both formal and informal communications.

Email messages may not be quoted or forwarded without the permission of the original sender.

Internet Access West De Pere provides access to the resources on West De Pere's computer network and on the Internet. When used wisely, these resources can enrich and transform learning experiences.

Freedom of access to the wealth of resources available on the Internet outweighs the risks of accessing material that is inappropriate. Internet users must accept their responsibility for this freedom of access. Computer and Internet usage will be randomly monitored for compliance.

Supervision and Monitoring It shall be the responsibility of all members of the West De Pere School staff to supervise and monitor usage of the computer network and access to the Internet at school in accordance with this policy and the Children's Internet Protection Act. In addition, content filtering will follow a device, even offsite. Procedures for modifying any technology protection measures shall be the responsibility of the Technology Department.

Safety Parents, students, staff, and administration should be aware that:

The School District of West De Pere has no control over the content of the information residing on other computers connected with the Internet, or control over the identity of individuals having access to the Internet. Parents, students, and the adult community are therefore advised that connected computers may contain material that is illegal, defamatory, obscene, profane, inaccurate, abusive or threatening, racial or ethnically offensive, or inappropriate. The administration and staff of West De Pere do not condone or permit the use or viewing of such material, and persons are prohibited from bringing such material into the school environment. The School District of West De Pere will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites, in chat rooms, and cyber bullying awareness and response.

Guidelines for Using West De Pere's Computer Network and the Internet

Disclaimers

- a. The school district cannot guarantee network functionality or accuracy of information.
- b. The school district does not guarantee the effectiveness of Internet filtering.

Student and Parent/Guardian Responsibilities All students using the District's computer network or accessing the Internet through the District's network must indicate that they and their parent or guardian understand the responsibilities of exercising this access by signing a user agreement, and that failure to follow it may result in loss of their network privileges and possible further disciplinary action.

Staff/Volunteer/Substitute Teacher Responsibilities All persons using the District's computer network or accessing the Internet through the District's network must indicate that they understand the responsibilities of exercising this access by signing a user agreement, and that the failure to follow it may result in loss of their network privileges and possible further disciplinary action.

The **Acceptable Use Permission and Release Agreement form** for students must be:

1. signed by the student and their parent or guardian
2. signed when entering the district and at the beginning of every school year by every K-12 student
3. returned to the school principal
4. updated in the Student Information System at the building level

The **Acceptable Use Permission and Release Agreement form** for staff/volunteers/substitutes must be:

1. signed by all staff/volunteers/substitutes
2. kept on file at District Office

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, AS THAT TERM IS DEFINED IN SECTION 1460 OF TITLE 18, United States Code;
2. **CHILD PORNOGRAPHY**, AS THAT TERM IS DEFINED I SECTION 2256 OF TITLE 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

ADOPTED: 1/2/97

REVISED: 6/21/01, 5/19/03, 3/15/06, 10/15/08, 4/15/09

REVISED: 7/21/10, 3/20/12

REVISED: 5/9/18

READOPTED: 6/6/18

District Employee Guidelines for Use of Social Media and Electronic Communication

Philosophy

Social media has created a complex online environment that has blurred the lines between professional and recreational communication. Because this confusion of roles has the potential to produce contradictory messages and identities, the School District of West De Pere advocates a dual-identity social networking strategy for staff interested in social media for professional purposes. A dual-identity social networking strategy clearly distinguishes recreational social media use from professional social media use by creating separate accounts for each purpose. Therefore, all district-related social networking use must take place on a separate professional account. Likewise, all non-teaching related social networking use must take place on a separate, recreational social networking account.

Recreational Social Media Account

Definition

A recreational social media account is a profile that is used to network for personal purposes such as keeping in touch with friends, creating online photo albums of non-teaching related events, or other personal, social activities. A recreational social media account is not affiliated with the School District of West De Pere in any way.

Guidelines

- Staff may not *Friend* current students with their social accounts

Professional Social Media Account

Definition

A professional social media account is a profile that is created for the sole purpose of accomplishing teaching-related tasks such as communicating school-related information to parents and students. A professional social media account is a direct extension of the School District of West De Pere, and thus, the professional profile must adhere to all district guidelines for online publication.

Guidelines

- Staff may *Friend* current students and parents only on a professional media account
 - Staff who choose to *Friend* current students must understand that they are still considered a mandated reporter in this online environment
- All communication between students and parents via the professional social media account must be directly related to professional, school-related business; a professional social media account is an online extension of a district employee
- Communication between students and parents needs to be in a medium that can be documented.
 - Documented Communication Tools:
 - Wall Posts
 - Discussion Forums
 - Inbox Message
 - Email
 - Public Tweets
 - Undocumented Communication Tools:
 - Chat/Instant Message
- Staff may create a Fan Page for organizations, clubs, or classes
- All content posted on school-related pages must adhere to School District of West De Pere guidelines for online publication

Electronic Communication

All staff members' electronic communications, including without limitation email and texting, is considered a public record, regardless of its professional or personal nature, and is subject to disclosure as allowed by law. Further, all staff members are bound by mandated reporting requirements at all times.

INTERNET USE LETTER TO PARENT OR GUARDIAN

[Date]

Dear Parent or Guardian,

Students of the School District of West De Pere have access to a wide variety of information via the Internet through the use of computers at school. To gain access to this information, a student must first obtain the permission of his or her parent. Permission is granted by the school district when the Acceptable Use Permission and Release Agreement form is signed by the student and the Parent/Guardian and returned to the student's principal.

Using the Internet, the computers allow access to libraries, databases, bulletin boards, and other users, on a worldwide basis. You should be aware that some of the material (via the Internet) may not be considered to be of educational value in the context of the school setting and curricular standards and objectives. It is possible students may find access to information that may be inaccurate, defamatory, offensive, or illegal.

The school district requests parents/guardians to grant permission to the district to provide access to computer software and networks and, in addition, to release the school district from any liability arising from such access.

The school district feels student access to the information, resources, and other students around the world, far exceeds potential disadvantages to the use of computer technology. Parents, guardians, and students are responsible for supporting the proper ethical and legal standards all students must follow which are in accordance with School District of West De Pere policies and school rules and procedures. Please read the attached materials and review them with your son(s) and daughter(s).

The school district requires your signature on the permission and release form before your child will be given access to computer software and networks available through the School District of West De Pere.

Please contact your principal if you have any questions concerning this matter.

Sincerely,

Superintendent

**STUDENT AND PARENT/GUARDIAN NETWORK/INTERNET
ACCEPTABLE USE PERMISSION AND RELEASE AGREEMENT**

Please read and/or discuss the Acceptable Use Policy, published on the district website* www.wdpsd.com (click on District, then Internet Use Policy), with your student. The use of the computer network and Internet is a **privilege, not a right**; inappropriate use will result in a cancellation of those privileges. School officials may deny, revoke, or suspend access to the computer network to those who violate one or more of the terms and conditions. It is important that you understand her/his responsibilities as well. Your signature indicating that you have read and agreed to the guidelines is necessary before an account will be issued.

School:

_____ High School _____ Middle School _____ Westwood _____ Hemlock Creek _____ Phantom Knight

Grade: _____

Users's Full Name: (please print) _____

I have read or have had read to me, and/or discussed the Acceptable Use Agreement with my parent/guardian and agree to use the network/Internet in an appropriate and responsible manner. If I violate any of these conditions, I understand that I may lose access to, and use of, the computers and/or networks, or even greater consequences such as suspension, expulsion, dismissal, or legal action as outlined in this agreement.

Student Signature: _____ **Date:** _____

I have read and/or discussed the Acceptable Use Agreement with my student and give the school and the School District of West De Pere permission to issue network/Internet access to my student.

Also I hereby waive any claims against the District, its officers, agents, and employees arising out of the accessing of material via computer by my student or other users while on the premises of, or under instruction of, the School District.

Parent /Guardian Signature: _____ **Date:** _____

* Please contact the school office of attendance if you prefer a paper copy, are unable to access the policy and guidelines on the internet, or have any questions or concerns regarding this form.

APPROVED: 6/98
REVISED: 6/01, 5/03
REVISED: 4/15/09
REVISED: 7/21/10

**STAFF/VOLUNTEER/SUBSTITUTE TEACHER NETWORK/INTERNET
ACCEPTABLE USE PERMISSION AND RELEASE AGREEMENT**

Please read and/or discuss the Acceptable Use Policy, published on the district website: www.wdpsd.com (click on District, then Internet Use Policy), with your supervisor. The use of the computer network and Internet is a **privilege, not a right**; inappropriate use will result in a cancellation of those privileges. School officials may deny, revoke, or suspend access to the computer network to those who violate one or more of the terms and conditions. It is important that you understand these responsibilities. Your signature indicating that you have read and agreed to the guidelines is necessary before an account will be issued.

School: _____ High School _____ Middle School _____ Westwood _____ Hemlock Creek
 _____ Phantom Knight _____ District Office

Position: _____

User's Full Name: (please print) _____

I have read and/or discussed the Acceptable Use Agreement with my supervisor and agree to use the network/Internet in an appropriate and responsible manner. If I violate any of these conditions, I understand that I may lose access to, and use of, the computers and/or networks, or even greater consequences such as suspension, dismissal, or legal action as outlined in this agreement.

Signature: _____ **Date:** _____
(Staff/Volunteer/Substitute Teacher)

ADOPTED: 6/21/01
REVISED: 5/19/03
REVISED: 4/15/09
REVISED: 7/21/10

West De Pere School District Web Page Guidelines**Philosophy:**

The district web site is intended as a means for enhancing communication. It will provide helpful, informative, truthful and positive presentations of the district, its staff and students, policies and programs. The website will also provide instructional resources for students and staff.

Supervision and Responsibility:

The building administrators are responsible for reviewing, approving, and coordinating the building's web sites. The building administrators will be aware of and adhere to district policies, and incorporate the district's philosophy into its design.

Subject Matter:

Information intended for publication must comply with district policies and relate to district activities or its instructional program.

The district will not host personal information or personal web pages. Concern about the content of any page(s) should be directed to the building administrator.

Style Guidelines for Department, School, and District Home Pages:

1. Every web site will maintain a professional, school-related focus and appearance by following the default template
2. Text font should be Normal style, size 10
3. Use black as the primary text color and orange as accent color
4. It is necessary for the following current information to be available on each building's web site:
 - Building name
 - Building address
 - Phone number
 - Administration information
 - Staff voice mail numbers
 - Staff e-mail addresses
 - Links affiliated with the district (PowerSchool Public, Destiny, Webmail)

Style Guidelines for Teacher Home Pages:

1. Every web site will maintain a professional, school-related focus and appearance by following the default template
2. Text font should be Normal style, size 10
3. Use black as the primary text color and orange as accent color
4. Use external links that comply with the District's webpage policy and are related to school events or curriculum
5. Use discretion when posting personal information on web pages
6. Minimally, teacher web pages must include:
 - a. Staff picture
 - b. Updated bio or welcome message
 - c. Basic contact information (name, department/grade, room number, phone extension, email address)
 - d. Classes taught
 - e. License information
 - f. Daily schedule
7. Other sites or electronic resources should be linked from the initial teacher landing page.

West De Pere School District Web Page Guidelines

Copyright:

Copyright law must be followed (refer to your Copyright Guidelines Manual).

No copyrighted materials will be published without written permission from the original copyright owner. Permission must then be clearly stated on the webpage.

Student Safety:

- Students will be identified by first name only for elementary level students
- Published information will not include personal information
- Web page content will not disclose any information that indicates the physical location of a student at a given time, other than attendance at a school or participation in a school activity

ADOPTED: 3/15/06

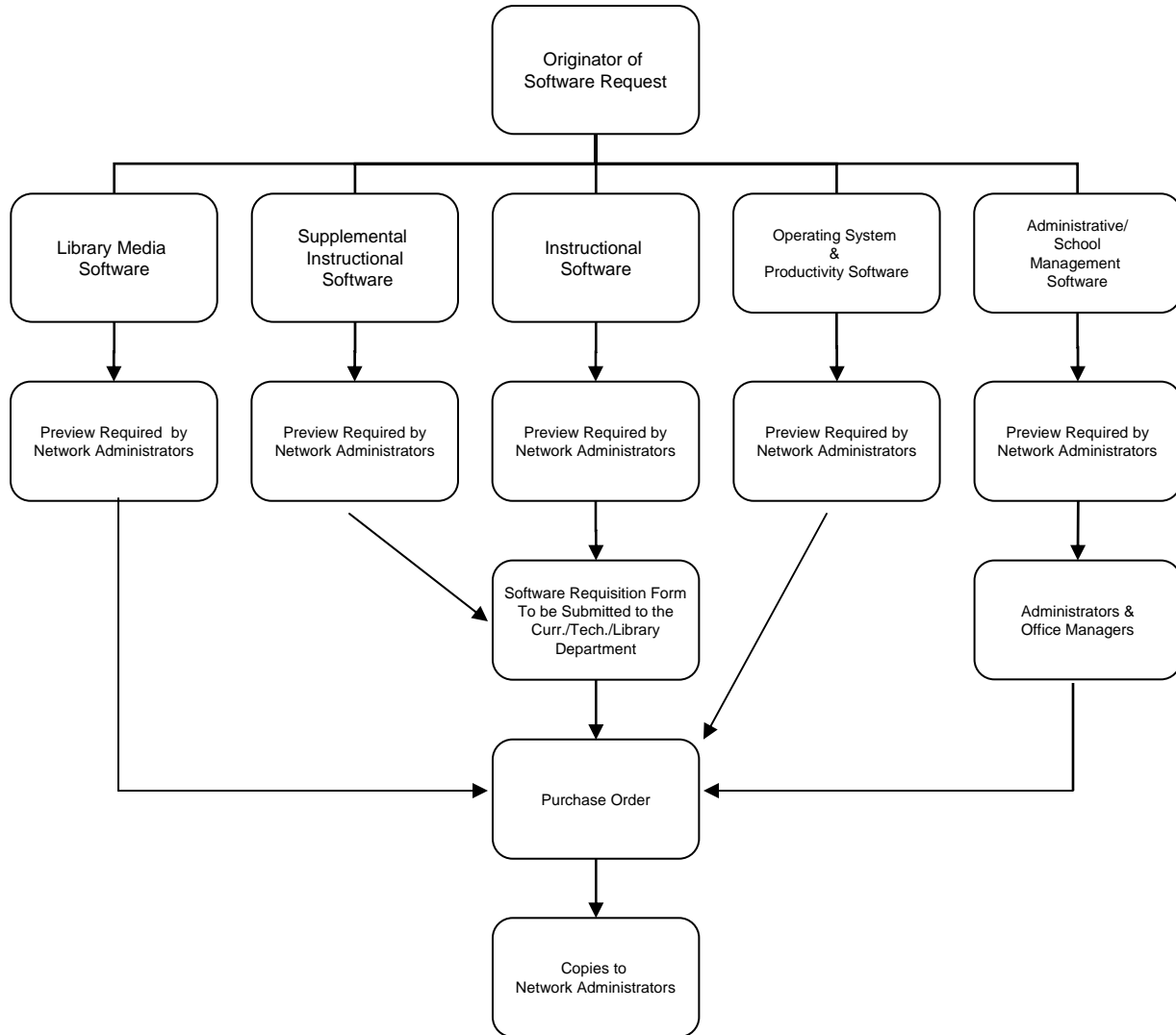
REVISED: 4/26/10

REVISED: 10/16/13

READOPTED: 11/20/13

SCHEMATIC FOR SOFTWARE SELECTION/APPROVAL/BUDGETING

To originate: The *Software Requisition Form* is completed, submitted to, and approved by the building administrator then sent to the Technology Department for review.



- Library Media Software (i.e., InfoCentre, . . .)
- Supplemental Instructional Software (i.e., Voice recognition, dictionary, assistive . . .)
- Instructional Software (i.e., Dreamweaver, Auto Cad Lt., . . .)
- Operating System & Productivity Software (i.e., MS Office, Windows, . . .)
- Administrative School Management Software (i.e., PowerSchool, Impact, . . .)

FIRST READING: 2/27/06

ADOPTED: 3/15/06

INNOVATIVE PROJECTS AND PROGRAMS

Recognizing the value of substantiating, altering, and/or enriching the instructional program, it is the policy of the Board of Education to encourage the development and operation of soundly designed research projects and pilot programs by its professional staff and others with appropriate expertise outside of the school district. Such projects and programs may be financed by the school district, state and federal agencies, private foundations and other groups, or a combination of such sources.

Before the implementation of any project or pilot program within the schools of the school district, the approval of the Board of Education shall be required. The Board of Education delegates authority for approval of minor projects and pilot programs, those which do not affect the total educational program or the program of the total department of any one school, to the Superintendent of schools.

Approval by the Board of Education and/or the superintendent shall be based on the purpose of the study, outlined objectives, soundness of the design, methods of evaluation to be used, and educational benefits which may accrue to the school system as a result of the project. The foregoing shall be outlined in writing, for the Superintendent of schools and the Board of Education. A report of all projects and programs being carried on within the district should be provided to the Board of Education on an annual basis, generally in December.

ADOPTED: 11/20/72

REVISED: 1/18/90

READOPTED: 2/27/90

RELEASED TIME FOR RELIGIOUS INSTRUCTION

The Board of Education of the West De Pere Public Schools, recognizing that state legislation permits and that parents may desire released time for religious instruction, adopts the following guidelines for that program. In adopting these guidelines the Board of Education as a body is operating under section 118.155 and is neither recommending nor discouraging student participation in a released time program other than to expect that such a program might also influence achievement in the public school system.

The following specific guidelines are to be administered in the West De Pere School System:

1. Students in the schools of the West De Pere Public School District will be released for religious instruction under the following conditions:
 - a. Written permission from parent or guardian to be absent from school for religious instruction. Permission request must indicate location of religious instruction.
 - b. The church supervisor of such religious instruction shall report monthly, to the principal of the school attended, the names of the students who attended such weekly religious instruction.
 - c. The School Board may deny the privilege of released time to students who absent themselves from such religious instruction after requesting the privilege.
 - d. Not more than one hour (60 minutes) per week of regular time may be granted for religious instruction.
 - e. In order to avoid interrupting more than one day per week for any one group of students, release time for religious instruction will be granted on a weekly basis in accordance with schedules established by the principals.
2. For the benefit of all students, the schools shall attempt to avoid scheduling any evening activities on Wednesday in deference to church related activities.
3. The public school shall assume no responsibility for transportation as it relates to religious instruction.
4. The public school shall be released from all liability for a student who is absent from school in accordance with Statute 118.155 (1).

LEGAL REFERENCE: Wisconsin Statute 118.155

ADOPTED: 3/16/76

STUDENT PUBLICATIONS

The Board of Education supports student rights to freedom of expression under the First Amendment of the United States Constitution. This support extends to student publications which will be governed by the ethics of responsible journalism and laws of libel and slander.

The American Society of Newspaper Editors Statement of Principals will apply with the clear understanding that school officials have the authority and duty to provide an ordered educational atmosphere free from constant turmoil and distraction.

The Board of Education has the responsibility to govern student publications. The goal of Board policy is to establish written procedures which will protect student rights as well as those of the school and school personnel.

ADOPTED: 10/20/82

committee reviewed: 5/4/04

STUDENT PUBLICATIONS

- I. The courts have generally considered normal rules of responsible journalism a guiding principle for controlling student publications.
- II. The following regulations and procedures shall regulate all student publications:
 - A. Any publication which is composed, compiled, published or distributed under the supervision of a school appointed sponsor or advisor is a school publication.
 - B. The student editors, student journalists and staff, and the editorial board shall have the following responsibilities:
 1. Determine the content of student publications.
 2. Consult with and consider the views of the publication advisor regarding content and proper journalistic form.
 3. Report and editorialize on events, ideas and issues, even though these may be unpopular or controversial.
 4. Re-write material to improve sentence structure, grammar, spelling and punctuation.
 5. Seek and present contrasting views.
 6. Learn and observe the legal and ethical responsibilities expected of professional journalists, as discussed in the American Society of Newspaper Editors Statement of Principles.
 7. Know and observe applicable laws relating to libel, privacy, copyright, obscenity, and the substantive disruptions or material interference with school operations.
 8. Consider community standards of decency and good taste.
 9. Provide space for rebuttal comments and opinions in case of editorials or letters to the editor.
 - C. Students may not publish or distribute material which will cause a substantive disruption or material interference with school operations.
 1. Disruption is defined as student rioting; unlawful seizures of property; destruction of property; wide-spread shouting or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity.
 2. Specific facts must exist upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. In determining whether a student publication is disruptive, consideration is to be given to the context of the distribution as well as the content of the material.
Consideration is to be given to past experience in the school with similar material, past experience in the school in influencing student attitudes and behavior, and whether or not there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question.
 3. The time, place, and manner of student publication distribution is to be under the direction of the school administration.
 4. "School Activity" means educational activity of students sponsored by the school.

STUDENT PUBLICATIONS

- D. Circumstances which will constitute conditions under which distribution will be halted:
1. Violation of privacy according to current legal definition.
 2. Copyright violation.
 3. Obscenity according to current legal definition.
 4. Libelous material according to legal definition.
 5. Material for which there is a reasonable chance that distribution will result in substantial disruption or material interference with school operations.
 6. Materials that encourage criminal acts.
- E. Appeal procedures. If there is failure to resolve contrary opinions of the publication's immediate administrative supervisor and an editor, advisor, or editorial board concerning whether certain material should be published, the following appeal procedure shall apply:
1. The parties involved shall first bring the matter before the building principal. The issues shall be explored, and a resolution attempted. If a satisfactory solution is not effected, the following shall apply.
 2. The parties involved shall bring the matter before the superintendent of schools. The issues shall be explored, and a resolution attempted. If a satisfactory solution is not effected, the following shall apply.
 3. The parties involved shall bring the matter before the Board of Education.
- F. Publications Advisor's Responsibilities:
1. To regularly consult with the immediate administrative supervisor.
 2. To inform the administrative supervisor when potentially controversial materials are considered for publication.
 3. To guide and assist the student editors, student journalists and staff in developing the student publication.
 4. To establish operational procedures for the publication. They include, but are not limited to, the following:
 - a. The selection and/or election of student editor(s).
 - b. The procedures for the selection of the publication staff.
 - c. The establishment of schedules and time lines.
 - d. The procedures for record keeping.
 - e. The submission of the established procedures to the administrative supervisor.
 5. To assist the editor(s) and student staff in publication. This includes:
 - a. The review of all material that is to be reproduced and circulated.
 - b. Teaching students to publish with accuracy, insight, fairness, responsibility and good form and style.
 - c. Insuring that all deadlines are met.
 - d. Providing the necessary expertise in such areas as heading and layout.

STUDENT PUBLICATIONS

6. To educate the student journalists and staff about Board of Education policy and procedures and the legal rights and responsibilities of the press. This includes:
 - a. The rights and freedom of the student journalists and staff as set forth in the statement of policy herein.
 - b. Advising the student journalists and staff on journalistic standards, public relations and on the treatment of controversial materials.

- G. Student journalists appeals procedures. If a student appeals an editor's veto of an article, drawing, or photograph, the following appeal procedures shall apply:
 1. Appeals are to be taken to an editorial board composed of the student(s), an English teacher, social studies teacher, a counselor and the publications advisor serving as an ex-officio member.
 2. The appeal should then follow routine due process procedure as defined above in II, section E.

- H. Student broadcast media - radio and television - shall also adhere to the provisions of this policy and to the appropriate ethical considerations of their professional organizations.

Adopted October 20, 1982
Reviewed May 4, 2004

STUDENT BEHAVIOR

Students attending the West De Pere Public Schools are expected to keep themselves morally, physically, and mentally strong. Students representing the schools to the student body and/or community in leadership roles or participation in co-curricular activities may be deprived of these roles and activities by the administration if in their opinion, the student's actions are detrimental to the image of the school.

CROSS REFERENCE: 6150 - Classroom Code of Conduct
 Student Handbooks
 Staff Handbooks
 Athletic Handbooks
 Coaches' Handbooks

ADOPTED: 12/10/68
COMMITTEE REVIEWED: 10/10/94
COMMITTEE REVIEWED: 6/3/99 & 7/13/99

READOPTED: 7/15/99

CODE OF CLASSROOM CONDUCT**Philosophy**

In the West De Pere School District, the students are the nucleus of the school system, and our educational decisions are guided by what we consider to be best for students. This means that every available alternative will be explored to help the students grow in academics and develop the self-discipline, social skills, and responsibility necessary to become a contributing member of society. The West De Pere School District is committed to maintaining an atmosphere that is favorable to student learning, growth and development. We believe that appropriate student behavior enhances the curriculum and instruction intended to meet the needs of each student. We also believe that students who engage in behavior that interferes with effective learning and/or instruction should receive appropriate guidance and consequences.

General Provisions and Expectations

Teachers are expected to create a positive learning climate for students in their classrooms. Reasonable and clear learning and behavioral expectations, which are pre-approved by the principal, shall be communicated in writing to each student and his/her parent(s). All expectations will be enforced by the teacher in a firm, fair, and consistent manner. The building principal shall assist and supervise teachers in meeting these expectations.

Students are responsible for their own behavior and for respecting the rights of all people in the school environment. Students are expected to abide by all rules of behavior established by the Board of Education and district staff.

Severe or repeated inappropriate student behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively and/or any student's right to learn will not be tolerated. Any student who engages in such behavior as defined herein may be subject to temporary or permanent removal from class; may be placed in an alternative educational setting; and may be suspended, expelled, or receive other consequences in accordance with established law, Board of Education policies and school rules.

While this policy does apply to all students, additional safeguards must be considered for those students identified as requiring special education services under IDEA '97 or accommodations under Section 504. The properly appointed committees can only make placement decisions for these students, with specific notice requirements to the parents. In these cases, state and federal laws and regulations regarding special education and Section 504 have precedence.

The Code of Classroom Conduct policy adopted by the Board shall be published and distributed annually.

CODE OF CLASSROOM CONDUCT

Student Removal from Class

Any student who engages in severe and/or repeated behavior that is dangerous, disruptive, unruly, or that interferes with the ability of the teacher to teach effectively and the ability of students to learn, may be removed from class on a temporary or long-term basis under this policy and its implementing administrative procedures. Following are examples of such behavior:

- Violation of Board of Education Policies:-
 - 1335 - Tobacco Use on School Premises
 - 1251.1 - Vandalism
 - 1113 - Harassment
 - 1336 - Drug-Free Schools
 - 5131.6 - Controlled Substances
 - 5135 - Weapons
 - 5138 - Explosive Devices/Threats of Explosion
 - Fighting and/or encouraging a fight or disruption
 - Disruption and intimidation caused by gang or group symbols or gestures
 - Assault
 - Insubordination
 - Possession of personal property that is prohibited by school rules or otherwise disruptive to the teaching and learning of others
 - Theft
 - Profanity directed at an individual or group or that presents a significant disruption to class
- This is not an inclusive list.

Nondiscrimination

It is the policy of the West De Pere School District that no person may be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person’s age, sex, race, religion, gender identity, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, homelessness, or by any other characteristic as protected under state or federal law.

LEGAL REFERENCES:

Wisconsin Statutes Sections

- 118.13 Pupil Discrimination Prohibited
- 118.164 Removal of pupils from class
- 120.13(I) School Government Rules: Suspension; Expulsion Wisconsin Chapter 115, Subchapter V- Children with Disabilities

Wisconsin Administrative Code

- PI9.01 Discrimination Prohibited
- PI11 Children with Exceptional Educational Needs

Individuals with Disabilities Education Act Amendments of 1997

POLICY REFERENCES:

- 1010 - School District Mission and Belief Statement
- 1110, 4110 - Recognition of Accomplishment
- 1113 - Nondiscrimination Policy
- 1335 - Tobacco Use on School Premises
- 1336 - Drug-Free Schools
- 5117 - Student Nondiscrimination
- 5132 - Student Dress
- 5131.6 - Controlled Substances
- 5135 - Weapons
- 5138 - Explosive Devices/Threats of Explosion
- 5144 - Discipline & Punishment
- 6145.7 - Student Behavior

FIRST READING: 6/17/99
ADOPTED: 7/15/99
REVISED: 3/20/13
READOPTED: 4/16/13

**ADMINISTRATIVE PROCEDURES
IMPLEMENTING
CODE OF CLASSROOM CONDUCT POLICY**

Introduction

The Board of Education of the West De Pere School District has adopted policies that provide guidance and direction for many aspects of District management that are intended to enhance learning for all students and to maximize the success of all teachers and others who function in the District.

One of these policies is 6150 – Code of Classroom Conduct. These administrative procedures are created for the purpose of establishing the method by which Policy 6150 will be administered.

Building principals, in conjunction with their respective educational communities, are encouraged to develop and implement classroom expectations and disciplinary procedures for their schools. The Code of Classroom Conduct Policy and administrative procedures should be utilized when needed in conjunction with building level discipline programs.

All disciplinary actions under these procedures shall be taken while considering the philosophy, goals, and other applicable District policies and administrative procedures. These procedures apply to all students enrolled in the West De Pere School District.

Reasons for Removal from Class

These procedures apply to any student who engages in severe and/or repeated behavior that is dangerous, disruptive, unruly, or that interferes with the ability of the teacher to teach effectively and the ability of students to learn. The Principal shall establish building level procedures designed to address other student behavioral concerns.

Procedure for Removal from Class

The classroom teacher who removes a student from the classroom is responsible for the safe passage of the student to the office of the principal or his/her designee following the procedures established for this purpose by the principal. Factors to be considered when sending a student to the office include the age of the student, condition of the student, degree to which the student can be trusted to follow directions, severity of the situation, whether the student has a disability, or other relevant information.

Follow-up to Removal from Class

Teacher

The teacher who removes a student from class under Board of Education Policy JFCE and Administrative Procedures JFCE – ADM is required to provide the principal with immediate informal notification of the reasons for the removal, and a complete written explanation within 24 hours of the removal from the class. The Code of Classroom Conduct Report Form must be used for this purpose. The teacher is also expected to call the parent to inform them of the removal, and that they will be contacted by the principal. The Code of Classroom Conduct policy and administrative procedures will only apply when this form is used, to avoid possible confusion with other building level disciplinary programs or practices. While waiting for the report form, the principal/designee may proceed with his/her investigation and response.

Principal

The principal or his/her designee shall meet with the student as soon as possible. The principal will use this opportunity to inform the student of the reasons for being removed from class and provide an opportunity for the student to present his/her version of the situation. The principal will determine whether further investigation and/or action are needed before deciding upon placement options. The principal shall document each of the steps in this process. Prior to any final placement decision, the principal shall provide the parent with an opportunity to meet to discuss the student's situation.

The principal will keep the teacher informed of his/her actions and the student will remain out of the teacher's classroom unless the principal complete the investigation and takes official action to place the student back into the same classroom.

Documentation

The Code of Classroom Conduct Report Form that is appropriate to the grade level of the student shall be used when any student is removed from class under School Board Policy JFCE. Placement of the student shall occur only after this form is completed. The form will provide a record of the following information:

- Student demographic information
- Relevant teacher information
- Identification of the specific rule or code violation
- Specific information regarding the circumstances that lead to the referral
- Identification of intervention strategies that were used to address the learning needs of the student prior to the referral
- Documentation by the principal that provides relevant information regarding his/her investigation and response
- Statement of the principal's placement decision and his/her rationale
- Signature of the teacher who made the referral and the signature of the principal
- Documentation of parent contact by teacher and principal

Placement Procedures

1. Placement Options

The building principal or designee shall place a student who has been removed from a class by a teacher in one of the following educational settings:

- a. An alternative education program approved by the Board. State law defines this as an instructional program approved by the Board of Education that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. The principal is responsible for identifying available alternative education programs and obtaining Board of Education approval to use them.
- b. Another class in the school or another appropriate place in the school.
- c. Another instructional setting.
- d. The class from which the student was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or most appropriate alternative.
- e.

2. Considerations

- a. When making placement decisions, the building principal or designee shall include but not to be limited to a consideration of the following factors:
 - i) The reason the student was removed from the class (degree of offense).
 - ii) The type of placement options available for students in that particular school and any limitations on such placement such as cost, space availability, and location.
 - iii) The estimated length of time of the placement.
 - iv) The student's individual needs and interests.
 - v) Whether the student has been removed from any teacher's class before.
 - vi) Evidence of change since any previous removal.
 - vii) The relationship of the placement to any other disciplinary action such as suspension from school.
3. The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions.
4. A student's parent/guardian will be provided the opportunity to meet and confer with the principal/designee and teacher regarding the removal from class before the placement decision is made.
5. The placement decision will be recorded on the appropriate Code of Classroom Conduct Report Form. Copies of the form will be provided to the teacher, student's parent/guardian, counselor, and student.

Parent/Guardian Notification Procedures

Once a teacher removes a student from his or her classroom under the Classroom Code of Conduct, they shall make a good faith attempt to contact the parent by phone to inform them that this action has taken place. The teacher should also inform the parent that the principal will be contacting them regarding an opportunity to meet to discuss the matter prior to the final decision.

The principal or his/her designee is required to notify the parent/guardian and teacher, in writing, of a student's placement under Board of Education Policy JFCE. The notification shall include the reasons for the student's removal from class and the placement decision involving the student. The notice shall be given as soon as possible after the student's removal from a class and placement determination. A copy of the form that was created for use in this process will be enclosed with this written notice.

If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.

If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e. suspension or expulsion), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

Student Name:	Grade:	Date/Time of Removal:
Teacher Name:		Class/Period:
Parent Contacts		
1 st Attempt Date _____	Time _____	Outcome: <input type="checkbox"/> spoke w/parent <input type="checkbox"/> left message <input type="checkbox"/> no answer/busy
2 nd Attempt Date _____	Time _____	Outcome: <input type="checkbox"/> spoke w/parent <input type="checkbox"/> left message <input type="checkbox"/> no answer/busy

Cite the specific reason from Board of Education Policy _____ for removing this student from your classroom.

Describe the circumstances and student-specific behavior that led to your action.

Is this the first time this has happened in your class? _____

Describe the interventions that you have taken to address this student's behavior prior to removal from your class (e.g. personal interventions, counselor contacts, parent contacts, etc.)

Teacher Signature: _____

Evidence of documentation of investigation (note specific attachments, if any):	
Parent Contact - Method:	Date:
Placement Decision:	
Principal/Designee Signature:	Date:

STUDENTS AND COMMUNITY SERVICE

The Board encourages and sanctions student trips or other out-of-school activities, including participation in inter-scholastic events and community civic projects, which are of value in helping achieve each participating student's educational objectives. All such activities shall serve to broaden and enrich classroom activities and provide background experiences which many children may not have had.

The school staff, under the direction of the administration, shall take all reasonable and prudent steps to safeguard the physical and educational welfare of participating students. Students shall be given guidance in setting up educationally sound variations in school programs to enable participation and shall be counseled as to the obligations in fulfilling them. Each student for whom such a variation is approved shall be assured that successful performance in it and the balance of one's school program will satisfy school requirements for promotion and/or graduation. The administration may place restrictions upon a student's participation when, in the staff's judgement, the student's welfare requires such restrictions.

CROSS REFERENCE: 1322 - Contests for Students
 1324 - Student Fund Raising Activities
 3541.2 - Alternative Transportation
 3546 - Field Trips Transportation

ADOPTED: 11/20/72

REVISED: 7/19/95

READOPTED: 9/21/95

HOMEWORK

The Board recognizes that a reasonable amount of study and preparation is necessary for the scholastic growth of pupils. It is also aware that the amount of preparation should increase as the child progresses through the grades. However, the Board will not look with favor upon an inordinate amount of homework assignments.

It is the Board's consensus that students can develop better study habits and attain a higher level of achievement, if they are permitted to study during class time and under the supervision of the regular teacher.

ADOPTED: 11/20/72

SCHOOL LIBRARIES

The Board of Education endorses the Access to Resources and Services in the School Library Media Program Interpretation of the Library Bill of Rights, as drawn by the American Library Association, which asserts that the school library media program plays a unique role in promoting intellectual freedom by:

1. Providing resources and services that create and sustain an atmosphere of free inquiry, with school library media specialists working closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate and use a broad range of ideas effectively and educating students in the use of critical thinking skills.
2. Building collections of resources that meet the needs as well as the developmental and maturity levels of students.
3. Providing resources that reflect the linguistic pluralism of the community.
4. Employing educational criteria to select resources unfettered by personal, political, social, or religious views.
5. Eliminating major barriers between students and resources (such as restricted shelves; closed collections; age, grade level or reading restrictions; fees for information in specific formats) to support free and open access to information.
6. Adopting policies that guarantee students access to a broad range of ideas, including policies on collection development and procedures for the review of resources about which concerns have been raised.

ADOPTED: 12/16/75

REVISED: 2/27/90

REVISED: 3/15/04

REVISED: 3/16/11

READOPTED: 4/13/11

LIBRARY MATERIAL SELECTION

- A. The legal responsibility for materials in the school center rests with the school district Board of Education. Responsibility for the final selection shall be delegated to the superintendent and to the professionally trained personnel who know the course of study, the methods of teaching, and the individual differences, of the pupils in the school for which the materials are provided, such selecting to be in accordance with the statement of specific policy given below.
- B. The selection of school resource materials shall be in accordance with the following objectives:
 - 1. To reflect the cultural diversity and pluralistic nature of American society.
 - 2. To support and enrich the curriculum.
 - 3. To further the development of youth intellectually, emotionally, and culturally.
 - 4. To provide additional materials to attract students toward recreational reading, viewing and listening.
- C. Instructional materials selection shall be a cooperative, continuing process in which administrators, teachers, media personnel, and students should participate. The basic factors influencing selection shall be the curriculum, interests, abilities, the backgrounds of the students and personnel using the centers and the quality and accuracy of available materials.
- D. The following evaluative criteria are used as they apply:
 - 1. The materials shall meet a high standard of quality in factual content and presentation and shall be appropriate to the ability and needs of the pupils in the various subject areas.
 - 2. The materials shall be selected considering the content and the value of the work as a whole.
 - 3. The materials shall contribute to literary appreciation and have an aesthetic value.
 - 4. The authors shall be competent and qualified in their field.
 - 5. The materials shall be objectively and impartially selected to provide a balanced collection for the library.
 - 6. The materials shall be appropriate for the emotional development, learning styles, and social development of the students.

LIBRARY MATERIAL SELECTION

- E. Whenever possible, first hand reading, listening, or viewing of the materials will be done before selection. This can be done by exchange of materials with other media centers, libraries, visits to exhibits and display, publishers samples, previewing materials, or online reviews.

If this is not possible, the materials shall be reviewed in one or more of the professional media or approved lists, (such as professional media selection aids, basic general list, current general lists, special bibliographies for reference materials and for subject field, and media reviewing journals.

- F. The school district welcomes gifts of media provided:
1. They meet the same standards of selection as those applied to the original purchases.
 2. They can be integrated into the general media collection and do not need special housing.
 3. The school district may dispose of the gift at its discretion if it is out-of-date or in poor physical condition, not warranting the cost of repair.
- G. The school district welcomes commercially sponsored library audio visual materials provided:
1. They meet the same standards of selection as those applied to the original purchases.
 2. Their value to the instructional program is to educate rather than to promote sales.
 3. They are free from advertising which is excessive, obtrusive or objectionable.

LEGAL REFERENCE: Sec. 118.13 Wis. Stat.
 Sec. 120.13 (5) Wis. Stat.

ADOPTED: 12/6/75
REVISED: 8/20/87
REVISED: 2/16/04
READOPTED: 3/15/04
reviewed: 3/16/11

DISCARDING OF LIBRARY MATERIALS AND EQUIPMENT

Because judicious discarding is as important as media selection in assuring the accuracy of information, continuous and systematic evaluation of materials and equipment shall be done according to the following procedures:

The Superintendent, or designee, shall be authorized to dispose of obsolete, out-of-date, or worn materials and equipment by selling to the highest bidder, by donation to appropriate parties, or by proper waste removal. Disposal of personal property purchased with Federal funds shall be disposed of in accordance with Federal guidelines.

ADOPTED: 12/16/75

REVISED: 3/15/04

REVISED: 4/13/11

REVISED: 10/15/19

READOPTED: 11/13/19

Procedure for Handling Objections to Library Material

Every effort will be made to consider objections, keeping in mind the best interest of the students, the school, the curriculum, and the community. Since differences of opinion do exist in our society, the following procedure shall be observed to recognize those differences in an impartial and factual manner.

1. All concerns shall be presented in writing to the Superintendent who will forward a copy to the Director of Curriculum and the principal. The REQUEST FOR RECONSIDERATION OF LIBRARY /CURRICULUM RESOURCES (approved by the American Library Association) shall be used. It should be filled out as completely as possible and shall be signed and identified so that a proper reply can be made.
2. Once a reconsideration request has been filed, a selection committee will be formed by the Director of Curriculum. The committee will consist of the Director of Curriculum, principal, and media specialist. The Director of Curriculum may also seek the participation of staff members, or an interested and qualified citizen of the community as deemed appropriate.
3. The committee will review the questioned material and all critical evaluations available. General acceptance of the material shall be checked by consulting authoritative lists in light of the selection policies of the school district. A thorough review of questioned materials shall be treated objectively: example - passages shall not be taken out of context and the material shall be evaluated as an entity.
4. The decision of the committee shall be reported to the Superintendent for final disposition.
5. The complainant shall be sent a copy of the final evaluation report and decision within 30 days of receipt of the complaint.
6. If the complainant is not satisfied with the decision, the complainant shall have the right to an appeal within 30 calendar days of receipt of the disposition. The appeal board shall consist of the original committee or substitutes from the same areas plus the Superintendent, two additional faculty members from the area in question, and the representatives of the Board of Education. The decision shall be considered final.
7. The complainant shall be sent a copy of the final evaluating report and decision.

CROSS REFERENCE: PUBLIC COMPLAINTS - policy 1118

ADOPTED: 12/16/75

REVISED: 10/20/88, 3/15/04, 4/13/11

READOPTED: 5/17/11

REVISED: 9/18/12

READOPTED: 10/17/12

REVISED:12/5/19

READOPTED: 2/10/2020

SCHOOL DISTRICT OF WEST DE PERE **6163.12 (E)**
CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Author: _____

Hardcover Paperback Other
 Film Other

Title: _____

Publisher (if known): _____

Request initiated by: _____

Telephone: _____ Address: _____

City: _____ Zip Code: _____

Complainant represents:

_____ self _____ (other group identify)

_____ (name organization)

1. To what in the material do you object? (Please be specific; site examples)

2. What do you feel might be the result of using this material?

3. For what age group would you recommend this material? _____

4. Is there anything good about the material? _____

5. Have you gone through the material carefully? _____ What parts?

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme of this material? _____

8. What would you like your library/school to do about this material?

_____ do not assign/lend it to my child

_____ withdraw it from all students as well as my child

_____ send it back to the staff selection official/English Department office for re-evaluation.

_____ Other (use reverse side)

9. In its place, what book/material of equal quality would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature of complainant _____

INTERLIBRARY LOAN POLICY

- I. Definition
An interlibrary loan is a transaction in which library materials or copies of a material, or resources are made available by one library to another library.
- II. Purpose
The purpose of interlibrary loan is to provide access to library resources not available in the user's library.
- III. Scope
 - A. The following types of materials will ordinarily not be loaned:
 - a. Rare, unique or valuable materials which would be difficult or impossible to replace.
 - b. Bulky or fragile items which would create shipping problems.
 - c. Resources in demand at the lending library.
 - d. Any materials or resources that ordinarily do not circulate.
 - e. Computer software.
 - B. It is the discretion of the individual library media specialist as to whether or not an item will be loaned.
- IV. Copyright Compliance
The copyright law shall be adhered to at all times.
- V. Responsibility of the borrowing library
The borrowing library and its users must comply with the conditions established by the lending library.
- VI. Responsibility of the lending library
 1. To respond to all requests as soon as possible
 2. To have its distributed materials clearly marked as to ownership.
 3. To assess replacement or damage charges.
- VII. Duration of the loan
The length of the loan will be one month. The lending library reserves the right to recall or renew any loaned materials at any time.

ADOPTED: 3/15/04

REVISED: 3/16/11

READOPTED: 4/13/11

REPRODUCTION AND/OR USE OF COPYRIGHTED MATERIALS

The School District of West De Pere Board recognizes that the unlawful copying and/or use of copyrighted materials fosters an attitude of disrespect for law which is in conflict with the educational goals of WDP and puts WDP at risk of litigation and as a result also may contribute to higher costs for materials and lessen the incentives for development of qualified educational materials.

The Board directs that WDP employees adhere to the provisions of Public Law 94-553 and subsequent federal legislation and guidelines related to the reproduction and/or use of copyrighted materials, only permitting copying specifically allowed by copyright law, fair use guidelines, license agreements or proprietor's permission.

Appropriate notice will be posted on or near all equipment capable of making copies of any reproducible materials.

The Board further directs that:

1. Employees shall not make unlawful copies of copyrighted materials on WDP-owned equipment;
2. Employees shall not use unlawful copies of copyrighted materials with or on WDP-owned equipment, within WDP-owned facilities or at WDP-sponsored functions;
3. Employees shall not direct other employees under their supervision or students to make or use unlawful copies of copyrighted materials;
4. Employees who unlawfully copy and use copyrighted materials or direct others to do so are not acting within the course and scope of their employment and will be individually liable for any violation of state or federal laws;
5. Employees who willfully violate this policy will be disciplined.

The Board directs that all staff members be provided opportunities to become and remain knowledgeable about copyright law and guidelines as related to job responsibilities.

In order to implement this policy, the Board directs the superintendent to appoint a staff member or members to serve as copyright officers. It shall be the responsibility of the copyright officer(s) to annually review and update the WDP copyright guidelines, retention of appropriate copyright records, a collection of reference materials related to copyright, arrange for staff to have familiarity with and implement WDP copyright policy and guidelines and to act as a resource to staff members regarding copyright laws, regulations, WDP policies and WDP copyright guidelines.

CROSS REFERENCE: WDP District Copyright Guidelines Handbook

LEGAL REFERENCE(S): Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

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FIRST READING: 2/16/04

ADOPTED: 3/15/04

SUMMER SCHOOL INSTRUCTION

The school district may conduct a summer school program each year. Its purpose is to provide additional opportunities for pupils to receive remedial instruction and participate in enrichment activities.

Summer school attendance does not in any way guarantee promotion for pupils. They may, however, earn credits toward high school graduation which may result in a revision of class placement in the high school.

As class attendance is vital to any learning experience, the Board has the following expectations relating to attendance:

1. Regular attendance is expected from students enrolled in summer school.
2. Students who plan trips, vacations, etc. during summer school are encouraged NOT to enroll.
3. When a child is absent, the parent or guardian should notify the school office. Upon returning, the child should bring a written excuse from the parent or guardian to the teacher.
4. Students attending classes for credit are allowed five (5) excused absences. Students exceeding more than five absences will be denied credit.

ADOPTED: 11/20/72

REVISED: 3/16/89

READOPTED: 4/17/89

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board expects the faculty and administration to evaluate regularly the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses. After planning by the faculty and administration, recommendations for new courses will be presented to the Board for their consideration.

ADOPTED: 12/8/70

REVISED: 1/18/90

READOPTED: 2/27/90

TITLE I COMPARABILITY POLICY

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

It is thus the stated policy of the School District of West De Pere to ensure Title I equivalency among schools or grade levels within the district in provision of:

- 1) Teacher, administrators, and support services personnel
- 2) Curriculum materials and instructional supplies

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

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

FIRST READING: 12/20/07

ADOPTED: 1/17/08

TITLE I FAMILY ENGAGEMENT POLICY

The School District of West De Pere, in compliance with section 1118(a)(2) of the Elementary and Secondary School Education Act (ESEA) concerning Family Engagement in the Title I Program, has jointly developed this policy with parents of participating Title I children within their school attendance areas. The policy establishes the District's expectations for family engagement and describes how the District will implement family engagement activities.

The District will work with each of its schools with Title I programs to put into operation programs, activities, and procedures for the involvement at the school-level of families with children receiving Title I services.

The District and each Title I school within the district will use the following definition of family engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including –

- A) that families play an integral role in assisting their child's learning*
- B) that families are encouraged to be actively involved in their child's education at school*
- C) that families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child*
- D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Each Title I school within the West De Pere School District will:

- Involve families in the joint development and annual evaluation of Title I Family Engagement Plans **and** the process of Title I program improvement
 - **Activities**
 - Annual distribution (in Fall) of District Family Engagement Policy to all Title I families
 - Family involvement in the development of policy and program surveys as needed
 - Annual program evaluation surveys, including identifying barriers to greater participation by families in the family engagement activities
 - Meetings as needed to address program or policy concerns

TITLE I FAMILY ENGAGEMENT POLICY

- Conduct an Annual School-level Title I Meeting (Fall)
 - **Activities**
 - Distribute and discuss District Family Engagement Policy
 - Inform families of their rights to be involved in the planning, review, and improvement of Title I programs in the school including the district Family Engagement policies
 - Inform families how to get assistance in understanding such topics as:
 - District Standards and Benchmarks (aligned with Wisconsin Model Academic Standards)
 - State and local academic assessments
 - Monitoring of child's progress by teacher and parent(s) (phone, technology, email)
 - Working with educators
 - Strategies for helping child at home
 - Selection and scheduling criteria for Title I
- Provide families with timely information about Title I school programs, school curriculum, and assessments used by the school to measure student achievement, and proficiency levels students are expected to meet.
 - **Activities**
 - Parent-teacher conferences
 - Letters to parents about upcoming assessments with contacts for more information (ex. WKCE, MAP, Running Records, AIMSweb)
 - September – Grade level expectations sent to all
 - School newsletters
 - School handbook
 - Regular communication (electronic, phone, written)
- Respond in a timely manner to family requests for opportunities to meet regularly and participate in decisions about the education of their children.
 - **Activities**
 - Parent- teacher conferences
 - Family participation surveys
 - Communication (electronic, phone, written)
- The school will include family comments in the report to the school district.
- Provide materials and training to help families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster family engagement.
 - **Activities:**
 - Title I family engagement events
 - Workshops
 - Parent -Teacher conferences and meetings
 - Informational mailings, handouts, and/or newsletters

FIRST READING: 9/20/10

ADOPTED: 10/19/10

REVISED: 11/15/17

READOPTED: 12/18/17