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SURING PUBLIC SCHOOL DISTRICT

310

INSTRUCTIONAL GOALS

The Suring Public School District shall provide an instructional program to give students:

1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking.
2. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
3. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the concepts of agriculture and the conservation of natural resources, and social sciences, including knowledge of the rights and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
4. The skills and attitudes that will further lifelong intellectual activity and learning.
5. Basic understanding of a foreign language.
6. Knowledge in computer science, including problem solving, computer applications and the social impact of computers.
7. An understanding of the range and nature of available occupations and the required skills and abilities.
8. Preparation to compete for entry level jobs not requiring post-secondary school education.
9. Preparation to enter job-specific vocational training.
10. Positive work attitudes and habits.
11. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
12. A commitment to the basic values of our government, including the proper reverence and respect for the history and meaning of the American flag, the Declaration of Independence, the United States Constitution and the constitution and laws of Wisconsin.
13. The skills to participate in political life.
14. An understanding of the function of organizations in society.
15. Knowledge of the role and importance of biological and physical resources.
16. Knowledge of state, national and world history and the role and importance of such history.
17. An appreciation and understanding of different value systems and cultures.
18. The skills needed to cope with social change.
19. Knowledge of the human body and the means to maintain lifelong health.
20. An appreciation of artistic and creative expression and the capacity for self-expression.

SURING PUBLIC SCHOOL DISTRICT

310

INSTRUCTIONAL GOALS cont.

21. The ability to construct personal ethics and goals.
22. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other such qualities and principles affecting family and consumer education.
23. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances.
24. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, and knowledge of the available community youth prevention and intervention services.
25. Knowledge of effective means by which students may recognize, avoid prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse and child enticement.
26. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans, and Hispanics.

LEGAL REF.: Wisconsin Statutes Sections 118.01, 118.30(1g), 121.02(1)
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

320

GENERAL ORGANIZATION PLAN

The Suring Public School District is organized on the PK-5, 6-8, 9-12 plan.

LEGAL REF.: Wisconsin Statutes Section 115.01(2)
APPROVED: OCTOBER 12, 1982
REVISED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

321

School Calendar

The school year will be comprised of 191 days and 180 of those will be designated as school days or days taught. (Of those 180 days one may be used for parent-teacher conferences with no classes held that day if conferences run all day. Up to three of the 180 days may be used as inclement weather days when no classes are held. Any other cancellation of class days shall be made up during the school year or after what would have otherwise been the end of the year.) The 11 days not designated as school days or days taught will be inservice/work days and legal holidays.

The school calendar shall be annually set by the school board with recommendations from the S.E.A.

LEGAL REF.: Wisconsin Statutes Sections 115.001(13), 115.01(10), 118.045,
120.12(15), 121.02(1)(f)
PI 8.01(2)(f) Wisconsin Administrative Code
CROSS REF.: S.E.A. Agreement
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

322

School Day

The particular opening and closing hours for levels and/or schools is subject to approval by the board. The district administration is authorized to make minor changes in the opening and closing times to facilitate the scheduling of transportation; however, school hours will be kept as consistent as possible at various levels throughout the school system. Any major changes in schedules are subject to board approval.

The length of the school day will comply with the requirements outlined in state laws and regulations.

LEGAL REF.: Wisconsin Statutes Sections 115.01(10), 120.12(15), 121.02(1)(f)
PI 8.01(2)(f)2 Wisconsin Administrative Code
CROSS REF.: S.E.A. Agreement
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

323

Ceremonies and Observances

323.1

Special Observance Days

The administration, along with teaching staff, shall be responsible for providing appropriate activities for the observance of special days outlined in state law.

If any observance day falls on a weekend, the observance shall be on a school day immediately preceding or following such day.

LEGAL REF.: Wisconsin Statutes Sections 118.02, 118.025

APPROVED: DECEMBER 13, 1995

REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

323.2

Flag Display

The national flag will be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day.

In any assembly or gathering where the flag is to appear on the stage or speaker's stand, it is the teacher's or advisor's responsibility to see that the flag appears correctly at the right of the speaker.

LEGAL REF.: Wisconsin Statutes Section 118.06(1)

APPROVED: DECEMBER 13, 1995

REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

330

CURRICULUM DEVELOPMENT

The Board of Education recognizes that in order to foster the role of education in a democratic society and to ensure equal opportunity it may not permit the curriculum to remain static. The board deems it essential that the school system continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full, rounded and continuing development of the individual personality in our community. While the Board retains its full rights and responsibilities under the laws of Wisconsin with regard to the determination of the curriculum, it authorizes the administration to organize advisory committees, which may be comprised of students, parents, teachers, and administrators, to periodically review the curriculum and advise the Board on curriculum changes.

The Board of Education has adopted the Wisconsin State Academic Standards. The academic standards serve as the basis for instructional programming decisions. The district's curriculum and instructional program are planned with the academic standards as a foundation.

LEGAL REF.: Wisconsin Statutes Sections 118.01, 118.015, 118.30(1g), 120.12(14),
121.01(1)(k)
PI 8.01(2)(k), Wisconsin Administrative Code

CROSS REF.: 310, Instructional Goals
333, Curriculum Evaluation

APPROVED: DECEMBER 13, 1995

REVISED: SEPTEMBER 13, 2000

REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

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Curriculum Adoption

A dynamic instructional program requires ongoing alteration in the curriculum and courses of study.

It is the policy of the board that no course of study shall be eliminated or new courses added without approval of the Board, nor shall any sharp alteration or reduction of a course be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration that Board members may have opportunity to review the proposed program.

LEGAL REF.: Wisconsin Statutes Sections 120.12(14), 121.02(1)(k)
PI 8.01(2)(k), Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

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Curriculum Guides

Curriculum guides shall be provided for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular course.

In instances where state curriculum guides are mandated they shall be followed. These areas include the academic standards adopted by the board of education in mathematics, science, reading, writing, geography and history.

In all other situations, the Suring Public School District will develop its own course of study, as reflected by the needs of the local situation. The guides will use the Wisconsin Academic Standards in their respective content areas as a basis of their curriculum/course.

The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

Development of Guides

- A. Curriculum guides are best developed by the staff and teachers who are to use them.
- B. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned and school board shall form system wide committees for study, creation, and revision of any particular guide.
- C. When work is completed on a guide, the committee responsible for its development shall present it through the office of the superintendent, to the Board.

Use of Guides

- A. Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
- B. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
- C. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental which add to motivation and meaningful teaching and learning.
- D. The principal, department heads, and coordinators shall see that optimum use is made of available curriculum guides.

SURING PUBLIC SCHOOL DISTRICT

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Curriculum Guides cont.

LEGAL REF.: Wisconsin Statutes Sections 118.01, 118.30(1g), 121.02(1)(k)
PI 8.01(2)(k), Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

333

Curriculum Evaluation

Appropriate means for curriculum evaluation shall be established and maintained. Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and withdrawal records.
4. Utilization of out-of-system services; participation in regional research studies; contracted evaluation services.
5. Teacher and parent evaluation of student behaviors.
6. State DPI specialists and services.
7. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness shall be monitored continuously and reported to the Board by the superintendent.

If, in the Board's judgment, evaluation specialists not regularly employed by the district shall be utilized in the evaluation program, such specialists may be used in the following aspects.

1. Designing the evaluation program
2. Monitoring the implementation of the program.
3. Analysis of the data and information collected in evaluation.
4. Reporting evaluation results.
5. Auditing the entire process for effectiveness.

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

APPROVED: DECEMBER 13, 1995

REVISED: SEPTEMBER 13, 2000

REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

340

EDUCATIONAL PROGRAM

341

Basic Instructional Program

The board has the authority and responsibility to determine the instructional program for all grades, PK-12. The instructional program of the Suring Public School District shall meet at least the minimum standards as prescribed by state laws and regulations.

The district administrator shall be responsible for implementing the courses of instruction and shall keep the Board informed of the district's compliance with state law.

The elementary curriculum shall include: Reading, Language Arts, Mathematics, Computer Education, Spelling, Handwriting, Social Studies, Science, Physical Education, Art, Music, Health, and Environmental Education .

The 5-8 curriculum shall include: Art, Language Arts, Mathematics, Foreign Language, Reading, Social Studies, Science, Music, Physical Education, Health, Environmental Education, Computer Education and an introduction to career exploration.

LEGAL REF.: Wisconsin Statutes Sections 118.01, 118.015, 120.12(14), 121.02(1)(k)(l)
PI 8.01(2)(k)(l) Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

341.1

Education for Employment

The Suring Board of Education shall provide an education for employment program for elementary and secondary students which has been developed in accordance with state guidelines and has been approved by the State Superintendent of Public Instruction. This program shall be made available in cooperation with Cooperative Educational Service Agency 8.

The program shall provide to all pupils in grades K-12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences. The program shall provide information to pupils at various grade levels as follows:

- A. Career awareness at the elementary levels.
- B. Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles.
- C. Career planning and preparation at the high school levels, including all of the following:
 - 1. Career research identifying personal preferences in relation to specific occupations and school supervised work based learning experiences.
 - 2. Instruction in career decision making and employability skills, including work behaviors.
 - 3. Instruction which provides for the practical application of academic skills and applied technologies.
 - 4. The study of the practical application of economics and American economic institutions, including entrepreneurship education.
 - 5. Pupil access to technical education programs which have a curriculum incorporating accurate national, regional and state labor market information, including labor market supply and demand.

The principal, or designee, shall coordinate the education for employment program in accordance with state laws and regulations. Education for employment program records shall be maintained and reports shall be made as required by the Department of Public Instruction.

The Vocational Education Advisory Committee shall advise the administration and Board on education for employment programming.

LEGAL REF.: Wisconsin Statutes Section 121.02(1)(m)
 PI 26, Wisconsin Administrative Code

CROSS REF.: 341.11, Vocational Education

APPROVED: DECEMBER 13, 1995

REVISED: SEPTEMBER 13, 2000

REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

341.11

Vocational Education

Insofar as staffing and equipment are available, vocational education will exist to assist students to develop marketable skills and those understandings and attitudes that will make them sensitive and productive participants in economic life.

Goals of the program are:

1. To Establish in the Suring Public School District a vocational education program made known and made available to all students.
2. To maintain a well-qualified staff.
3. To provide flexibility in meeting current vocational needs of students.
4. To provide a supportive program of prevocational education.
5. To provide guidance and career counseling.
6. To provide an active placement service within the senior high school.
7. To develop and maintain high standards of student performance.
8. To provide vocational equipment that is up to date and in good condition.

LEGAL REF.: Wisconsin Statutes Section 121.02(1)(m)
PI 26, Wisconsin Administrative Code

APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

341.2

Driver Education

A state approved driver education course for a probationary operator's license will be offered in the Suring High School. The program will require 30 hours of classroom instruction, six hours in a car as an observer and six hours of behind-the-wheel instruction. State guidelines will be followed including information on motorcycle awareness, as approved by a recognized motorcycle safety and awareness organization, and pedestrian and bicycle awareness, as approved by a recognized pedestrian and bicycle safety and awareness organization.

LEGAL REF.: Wisconsin Statutes Sections 115.28(11), 121.41, 341.267
PI 21, Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

341.3

Health Education

To meet the requirements of state statutes, and because the board believes that each person is unique and needs opportunities for reflection on his or her own physical growth and emotional development, the board requires that instruction in health education be provided within the Suring Public School District.

The health education curriculum will be based upon the individual mental and physical development level of students as maturation takes place from kindergarten through grade 12. In the elementary school, health education will be taught by the classroom teacher not only as health situations arise but also as a distinct subject offering.

Health education will be a required subject in the seventh or eight grade and, in addition, specific health areas will be offered as electives at various grade levels in the secondary school.

LEVEL REF.: Wisconsin Statutes Sections 115.35, 118.01(2)(d) 2, 118.33(1)(a),
 121.02(1)(j)
 PI 8.01 (2)(j), Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

341.31

Teaching about Drugs, Alcohol

The objectives of drug education are:

1. To create an awareness of the total drug problem-prevention; education; treatment; rehabilitation; and law enforcement on the local, state, national, and international levels.
2. To inform the students of the effect on the body of narcotics, sedatives, hallucinogens, controlled substances, and stimulants, through the physical education, science, and social studies classes.
3. To relate the use of drugs and alcohol to physical, mental, social, and emotional practices.
4. To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
5. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
6. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
7. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.

LEGAL REF.: Wisconsin Statutes Sections 115.36, 118.01(2)(d) 2c
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

341.4

Reading Instruction

The board supports the following reading goals for the Suring Public School District:

1. A well-coordinated developmental reading program shall be made available for students in grades PK-8, under the direction of a certified reading specialist.
2. A variety of learning materials and teaching techniques shall be used to accommodate individual student ability and achievement.
3. Each teacher must recognize the role of reading in his/her content area. The teacher is responsible for continuous diagnosis, direct reading instruction and motivation in his/her classroom or content area.
4. A climate for reading will be established within the school that will encourage and develop a life-long desire and willingness to read.
5. Efforts will be made to gain parental and community involvement as a district-wide concern for quality and quantity reading.
6. The reading program shall be evaluated regularly by the board and administration.

LEGAL REF.: Wisconsin Statutes Sections 118.015, 121.02(1)(c)
PI 8.01(2)(c) Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

342

Special and Alternative Education Programs

342.1

Special Education Programs

The Board of Education shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District Administrator in cooperation with the CESA 8 Directors of Special Education and the Wisconsin Department of Public Instruction have established administrative guidelines and procedures to ensure effective implementation of the special education program, which are documented as School District of Suring, Special Education, Administrative Guidelines and Procedures.

The Board of Education and Administration embrace the requirements of State and Federal law that children with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further embraces the State and Federal requirement that a continuum of alternative placements be available to meet the needs of children with disabilities eligible for special education services.

In matters relating to the disciplining of disabled students, the Board of Education shall abide by Federal and State laws regarding suspension and expulsion.

The District Administrator in cooperation with the CESA 8 Directors of Special Education and the Wisconsin Department of Public Instruction have established administrative guidelines and procedures and ensure that they are properly used when disciplining any student with a disability. Those guidelines and procedures are contained in School District of Suring, Special Education, Administrative Guidelines and Procedures.

- LEGAL REF.: Wisconsin Statutes Section 66.30
P.I. 11 Wisconsin Administrative Code
IDEA, 20 U.S.C. 1400 et seq.
Chapter 115, Subchapter V
Section 504, Rehabilitation Act of 1975
Education of All Handicapped Children Act of 1975
Americans with Disabilities Act of 1990
- CROSS REF.: Special Education Administrative Guidelines and Procedures
- APPROVED: DECEMBER 13, 1995
- REVISED: FEBRUARY 9, 2000
- REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

342.2

Homebound Instruction

Homebound instruction may be available to: (1) students not in proper physical or mental condition to attend school under section 118.15(3)(a) of the state statutes; (2) students with disabilities; or, (3) all students as a program or curriculum modification option under section 118.15(1)(d) of the state statutes.

The amount of instructional or supportive service provided through the home and hospital program shall be determined in relation to each child's educational needs and his/her physical and mental health.

LEGAL REF.: Wisconsin Statutes Sections 115.79(4), 118.15(1)(d)(5), 118.15(3)(a)
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

342.3

Gifted and Talented Programs

The District shall strive to offer each child experiences appropriate to his/her individual needs, interest and capabilities.

Gifted and talented programs shall be established to provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability. Students will be identified for placement in gifted and talented programs in accordance with established guidelines.

Gifted and talented programs shall be under the direction of the Director of Instruction.

LEGAL REF.: Wisconsin Statutes Sections 118.35, 121.02(1)(t)
PI 8.01(2)(t), Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

342.4

Programs for "Students at Risk"

The district's student at risk program shall emphasize the development of basic reading, writing and math skills as applied to the workplace and the development of the basic skills and attitudes necessary to obtain and maintain self-supporting employment upon the student's departure from the Suring school system.

Students will be initially identified for placement in the program according to the state guidelines and the definition of disadvantaged as provided for in the Carl Perkins Act. Professional staff will be encouraged to make referrals based on established guidelines. School administrators and at risk program supervisors shall make the final determination of eligibility for those students who do not meet the state's definition of at risk. The student and his/her parent or guardian, if the student is a minor, must agree to the program placement.

Data will be gathered on each student's basic skills, behavior and school standing. Interest and aptitude evaluations will be administered and an Individual Graduation Plan(IGP) developed for each student in the program. The at risk student's IGP will reflect the blending of available resources in the school, home, community, business and industry to produce a program to best meet the student's individual needs and interests. All students enrolled in the at risk program will have the opportunity for a school supervised work experience component in their IGP. Student progress will be monitored and changes made in the plan as necessary.

Elementary school students will be identified but not officially enrolled in the at risk program. They will, however, receive extra time from guidance counselors and other staff as necessary.

The student at risk program will use existing resources, except as otherwise provided. School personnel shall develop a good working relationship with outside resources and agencies so that the at risk student has a broad base of support, increasing the chance of success. Summer support through the school system shall also be provided to the at risk student in order to help develop credibility and accountability.

A program evaluation shall be given to each at risk program participant (school, parents, community, business, industry) at the end of each school year. Post high school follow-up will be conducted for each student for five years.

LEGAL REF.:	Wisconsin Statutes Sections 118.153, 121.02(1)(n) PI 25 Wisconsin Administrative Code
APPROVED:	DECEMBER 13, 1995
REVISED:	SEPTEMBER 13, 2000
REVISED:	MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

342.5

Programs for Disadvantaged Students (Title I)

It is the policy of the Board of the Suring Public School District that parental involvement is an integral part of the district's Title I program. In order to promote parent involvement activities, the school district will:

1. Annually conduct a meeting each fall for all parents of Title I students for the purpose of informing parents of programs and activities provided by Title I funds and providing an opportunity for parents to express concerns and ask questions about Title I services.
2. Use Title I funds to support parent involvement in ways such as, but not limited to, the following:
 - a. Notifying parents regarding their child's selection for Title I participation.
 - b. Reporting each child's progress to his/her parents.
 - c. Conducting parent-teacher conferences.
 - d. Providing materials and suggestions.
 - e. Inviting parents to open houses/fairs at which time student work is available for inspection.
 - f. Providing timely information concerning Title I programs and evaluations.
 - g. Soliciting parents' suggestions in Title I planning, development and operations.
 - h. Facilitating volunteer parent participation in Title I activities.
 - i. Encouraging the establishment and operation of Title I parent advisory councils.
 - j. Providing reasonable meeting space and materials for parent involvement activities.

All programs and services provided for Title I students shall be at least comparable to those provided in areas not receiving Title I funds. Also, the district shall ensure equivalency among schools or grade levels within the district in teachers, administrators, auxiliary personnel, curriculum materials and instructional supplies. When determining comparability, the district need not consider unpredictable changes in enrollment or personnel assignments which occur after the beginning of the school year.

LEGAL REF.: No Child Left Behind Act of 2001
Elementary and Secondary School Improvement Amendments of 1988
Improving America's Schools Act of 1994
CROSS REF.: 871-Rule, Procedures for Handling Complaints about Instructional Materials
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

342.6

Alternative Programs

P.A.S.S. Kit - (Portable Assisted Study Sequence)

What is it?

The Portable Assisted Study Sequence (PASS) Program is a nationally recognized program offering secondary students an alternative means of earning full or partial credits. Developed originally by the California Migrant Education Program in the late 1970's to address the educational continuity and credit accrual needs of highly mobile migrant secondary students, PASS is now used in approximately 31 states. Mini PASS courses, an extension of PASS for middle school students (grades 6, 7 and 8), were initiated in 1985 in Wisconsin. Both programs have been continually updated and upgraded and are now actively used with both migrant and non migrant students.

The programs consist of:

1. Self-contained semester courses.
2. Courses designed for independent or semi-independent study.
3. Five units of study per course.
4. Unit test accompanying each unit. (Some units have review tests and some courses have final tests.)
5. Student-parent-teacher contract of study and on-going student progress report.
6. Courses designed to supplement regular curriculum offerings.
7. Generic concepts and skills designed to meet most requirements of different school districts.

It should be noted that the programs will not meet the needs of all at-risk students. To be successful students should have basic reading and writing skills in English as well as the ability and motivation to study "independently."

Who Can Use It?

1. A student who is at least of junior status.
2. The student has failed the course.
3. The student was unable to take the course in summer school because the course was not offered or that attending summer school would cause undue hardship as determined by administration.
4. Approval has to be given by the Principal and the Guidance Counselor

How many P.A.S.S Kits can students take?

Students will be limited to earn two credits in P.A.S.S. Kits.

Exceptions

Administration will be able to allow students to take a P.A.S.S. kit outside the defined parameters on case by case basis.

LEGAL REF: Wisconsin Statutes Chapter 118, Sections 118.153(1)(m) (2)(a) (7);
118.33 (1)(b)

APPROVED: DECEMBER 16, 2009

SURING PUBLIC SCHOOL DISTRICT

342.61

School Age Parent Program

In order to provide educational and guidance opportunities for school age parents unable to continue in the regular school program, the district shall provide an alternative program under the supervision of the guidance director. The program shall be staffed by professional personnel and shall be conducted in cooperation with local health and welfare agencies.

Students who enter this School Age Parent Program shall not be deleted from their regular school rolls and may return to regular class when ready.

LEGAL REF.: Wisconsin Statutes Chapter 115, Subchapter VI , Section 118.15(4m)
CROSS REF.: 444, School-Age Parents and Married Students
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MARCH 13, 2007

SURING PUBLIC SCHOOL DISTRICT

343

Instructional Arrangements

343.1

Scheduling for Instruction

It is the responsibility of each principal to see that a satisfactory instructional program is scheduled for each student in his or her building. This schedule should provide for the best use of the students time in relationship to their goals, within the framework of practicable school operation.

Individual high school programs and schedules will be arranged mutually by Guidance personnel, students and parents. The total staff should be involved in the guidance function with the Guidance director serving as counselor and consultant.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

343.2

Class Size

The Board is aware that class size has bearing upon effective teaching. It, therefore, directs the superintendent to work with principals in establishing a reasonable and equitable class enrollment for each teacher.

The Board understands that achieving this goal is dependent upon the financial ability of the school district. In determining the size of various classes, the administration, will consider the following factors:

1. The type of load which will help the teacher be most effective with children in the class.
2. The experience of the teacher and his/her familiarity with District programs and policies.
3. Distribution among teachers of out-of-class activities.
4. Required preparation and correction time for the particular class.
5. Any arrangements agreed upon by negotiation between the Board and the SEA and made a part of the Master Agreement.

The recommendations for the guidelines of classroom size for Open Enrollment are:

EC/4K	18
K-3	15
4-6	25
7-12	28

Additionally, if the elementary school is involved in the state SAGE program, students will not be accepted if the projected district class size is 15 or more.

These are recommendations only and one factor to be considered in an open enrollment application.

CROSS REF.: SEA Agreement
 APPROVED: DECEMBER 13, 1995
 REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

343.3

Independent Study

Independent study may be undertaken with approval of the classroom teacher and the principal.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

343.4

Coursework through Institutions of Higher Learning

343.41

Correspondence Courses

Correspondence courses may be taken through University of Wisconsin Extension or other approved correspondence programs. Credit earned may count toward graduation if approved in advance.

LEGAL REF.: Wisconsin Statutes Sections 118.15(1)(d)(f), 120.12(17)

APPROVED: DECEMBER 13, 1995

REVISED: SEPTEMBER 13, 2000

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

343.42

Youth Options Program

The district shall administer the Youth Options Program in accordance with state law and regulations. The principal shall be responsible for administering the Youth Options Program.

Any eligible student may participate in one or more courses at a University of Wisconsin System institution, a participating tribally controlled college, a participating private, nonprofit institution of higher education located in Wisconsin or a Wisconsin Technical College System school under the Youth Options Program. The Board shall determine whether the course(s) satisfies graduation requirements, if the course is comparable to one offered in the district and what, if any, high school credits will be awarded to the student. If such course(s) is approved for high school credit, the Board shall pay costs in accordance with state law and regulations.

Information about the Youth Options Program shall be distributed to 9th, 10th, and 11th grade students annually in accordance with established procedures.

Courses Taken Through Technical Colleges

Upon the student's request and with the written approval of the student's parent/guardian, any student who satisfies the following criteria may apply to attend a technical college under the Youth Options Program for the purpose of taking one or more courses:

1. The student has completed 10th grade;
2. The student is in good academic standing;
3. The student notifies the Board of his/her intent to attend a technical college in accordance with the timelines established in state law; and
4. The student is not a child at risk as defined in state law.

The Board shall determine whether the technical college course(s) is comparable to a course offered in the district, whether it satisfies any graduation requirements and what, if any, high school credits are to be awarded to the student. If a student is not satisfied with the Board's decisions, he/she may appeal to the State Superintendent of Public Instruction.

Courses taken at a technical college as part of the Youth Options Program shall be paid for as follows:

1. If the courses is taken for high school credit and the course is not comparable to a course offered in the district, the Board shall pay as required by law.

SURING PUBLIC SCHOOL DISTRICT

343.42

Youth Options Program cont.

2. If the course is taken for high school credit, the course is comparable to a course offered in the district and the student is attending a technical college for less than 10 credits during any semester, the student shall pay as required by law. If the course is taken for high school credit, the course is comparable to a course offered in the district and the student is attending a technical college for 10 or more credits during any semester, the Board shall pay as required by law.
3. If the course is taken for postsecondary credit only, the student shall pay as required by law.
4. If the student is a child with disabilities, the Board shall also pay the costs of any special services required for the student as determined jointly by the district and technical college. The district may refuse to permit a child with a disability to attend if it determines that the cost to the district would impose an undue financial burden on the district.
5. The School Board will pay up to 18 post secondary semester credits per student.

Students attending a technical college under the Youth Options Program shall be responsible for their own transportation costs.

Courses Taken Through Institutions of Higher Education

Any 11th or 12th grade student may apply to attend an institution of higher education under the Youth Options Program for the purpose of taking one or more nonsectarian courses in accordance with state law.

The Board shall determine whether the institution of higher education courses(s) is comparable to a course offered in the district, whether it satisfies any graduation requirements and what, if any, high school credits are to be awarded to the student. If a student is not satisfied with the Board's decisions, he/she may appeal to the State Superintendent of Public Instruction.

Courses taken at an institution of higher education as part of the Youth Options Program shall be paid for as follows:

1. If the course is taken for high school credit and the course is not comparable to a course offered in the district, the Board shall pay as required by law.
2. If the course is taken for high school credit and the course is comparable to a course offered in the district, the student shall pay as required by law.
3. If the course is taken for postsecondary credit only, the student shall pay as required by law.
4. The School Board will pay up to 18 post secondary semester credits per student.

SURING PUBLIC SCHOOL DISTRICT

343.42

Youth Options Program cont.

Students attending an institution of high education under the Youth Options Program shall be responsible for their own transportation costs.

If a student receives a failing grade in a course, or fails to complete a course, at an institution of higher education or technical college for which the school board has made payment, the student's parent/guardian, or the student if he/she is an adult, shall reimburse the school board the amount paid on the student's behalf upon the school board's request. If the school board requests reimbursement of a payment made and is not reimbursed as requested, the student on whose behalf the payment was made is ineligible for any further participation in the Youth Options program.

LEGAL REF.: Wisconsin Statutes Section 118.55

PI 40 Wisconsin Administrative Code

CROSS REF.: 343.42-Rule, Guidelines for Awarding High School Credit for Youth
Options Program Courses

APPROVED: SEPTEMBER 9, 1998

REVISED: MARCH 14, 2001

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

343.42-Rule

Guidelines for Awarding High School Credit for Youth Options Program Courses

1. The principal will recommend to the Board the amount of high school credit to be given for a Youth Options Program course prior to the student's enrollment in the course. The principal shall use the same criteria for evaluating Youth Options Program courses taken for high school credit as the District does in approving courses offered in the District for credit towards graduation.
2. High school credit will be awarded for courses taken through the Youth Options Program if they meet any of the District's graduation requirements and any of the following conditions apply:
 - a. Courses taken are complementary to, consistent with or expand on a course of study or sequence of courses offered by the school district.
 - b. Courses expand the opportunity for a student to move to another level of academic or vocational course of study.
 - c. Courses meet or exceed the same standards for rigor and content as other courses approved by but not offered by the District for credit toward graduation.
 - d. Courses support rather than prevent a student from completing high school graduation requirements.
3. If a Youth Options Program course is approved for high school credit, one-fourth high school credit shall be granted per one semester credit offered by the course.
4. High school credit may be denied for a Youth Options Program course that repeats the postsecondary course content for which the student has already taken and failed.
5. Except as otherwise provided, high school credit may be denied for a Youth Options Program course if the District offers a comparable course. High school credit will be given for comparable postsecondary courses taken at a technical college that the District is required to pay for under law.
6. High school credit may be denied for a course if it repeats the course content for which a student has already received a passing grade and high school credit.
7. In order to receive high school credit for a course taken under the Youth Options Program, a student must successfully complete the course and receive a passing grade.

SOURCE: WASB Policy Idea
APPROVED: SEPTEMBER 9, 1998
REVISED: MARCH 14, 2001
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

343.5

Teaching Methods

It is the desire of the Board that the best available strategies and methods for bringing about learning be utilized in the district's schools. The instructional staff is expected to keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and to apply those which apparently have the potential for improving the learning program in the district school.

Strategies and methods shall be focused on the personalization of learning, including (1) appraisal of individual learning style, abilities, disabilities; (2) assessment of individual learning needs; (3) development, implementation, and evaluation of individual learning programs; and (4) the modification and/or recycling of individual learning programs.

CROSS REF.: SEA Agreement
537, Professional Staff Development
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

344

Adult Education Programs

Adult education refers to the school program and courses which are offered outside of the regular school day and not as an integral part of the elementary and secondary programs. The adult education program is sponsored and managed by the Northeastern Wisconsin Technical College of Green Bay, Wisconsin. School facilities are used with a rental fee set and paid by NWTC. A local coordinator shall make necessary arrangements with Suring school officials.

The Suring School Board may choose to offer and sponsor additional adult classes and activities from time to time and such activities shall be arranged through the superintendent's office.

CROSS REF.: 830, Community Use of School Facilities
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345

Academic Achievement

345.1

Grading Systems

Grading systems shall be designed to report to parents the progress of their children. The system used shall report the student's achievement.

A specific grading system shall be developed by the principal. A definition of the grading system in high school will be in writing defining such things as being a weighted or unweighted system.

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

Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes Section 118.13
PI 9.03(1) of the Wisconsin Administrative Code
HEA 9 of the Wisconsin Administrative Code
CROSS REF.: 346, Testing Programs
411-Rule, Discrimination Complaint Procedures
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.2

Student Progress Reports to Parents

Student deficiency notices may be sent to parents whenever a student is showing signs of academic problems. Each teacher is to have a grading system whereby the current status of each student in class is available to the student, parent, guidance counselor, and principal. Specifically, deficiency notices are to be sent to parents at the end of four weeks or each quarter. Parent/teacher conferences shall be held at end of the first and third quarters.

Report cards are issued to parents by way of the students or mailed each nine weeks. The reports are mailed to parents the fourth quarter.

APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.3

Homework

Homework is an opportunity to extend learning beyond the regular classroom period and facilitate development of good study and work habits, and should be assigned within the guidelines established. Assignments should be based on course goals, as well as the teacher's determination of individual student needs. When assigned, homework should be evaluated and appropriate follow-up provided.

Homework assignments should be made with recognition of the student time available, overall course requirements, and other school requirements.

Homework should be assigned for the following purposes:

- A. To give additional practice in order to strengthen basic skills,
- B. To help students acquire a deeper and broader understanding of the subject matter.
- C. To help develop independent work habits.
- D. To utilize resources unique to the home and/or community.
- E. To encourage use of an individual's creative ability.
- F. To allow students to pursue special interests.
- G. To facilitate more productive utilization of classroom time.

Guidelines reflecting this policy shall be approved by the school board.

CROSS REF.: 345.3-Rule, Guidelines for Assignment of Homework
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.3-Rule

Guidelines for Assignment of Homework

The amount of time a student devotes to homework is directly affected by individual ability, course selection, and efficient utilization of student time.

- A. Elementary School: Homework in the first three grades generally consists of additional drill and practice sessions on material such as basic math facts, reading, vocabulary, and/or spelling. Students should be expected to spend some time each night on such activities (approximately 20 minutes) to develop their student skills. Regular assignments in grades four through six should include additional practice as well as specific homework projects. At this level students are expected to average a half hour per day beyond the school day. Assignments may be completed during the school day, but often require work to be done at home.
- B. Junior High: Students in the junior high school are given regular daily and/or long-term assignments in some areas. Students carrying a minimum class load should be expected to average one hour per night. Students who select additional courses in place of study periods may have more than one hour per day of homework. These assignments may be completed during the school day in study halls, but often require work to be done at home.
- C. High School: High school students can expect to spend approximately two to three hours per week, per course, on homework outside of class. The selection of certain courses may require a student to spend additional time. These assignments may be completed during the school day in study halls, but often require work to be done at home.

Role of the Teacher

- A. To assure that assignments are within the ability of the student.
- B. To assign work that has meaning and is clearly understood by the student.
- C. To provide material assigned which fosters initiative, self-direction, and responsibility.
- D. To suggest appropriate study techniques.
- E. To evaluate homework and to assure that students understand that homework will be evaluated and that students understand the process for evaluation.
- F. To coordinate homework assignments with other school requirements.

SURING PUBLIC SCHOOL DISTRICT

345.3-Rule

Guidelines Assignment of Homework cont.

Role of the Student

- A. To be attentive to the assignment being made.
- B. To request further explanation if the assignment is not clear.
- C. To understand the homework evaluation process.
- D. To organize out of school time so that adequate student time is provided.
- E. To complete homework assignments in accordance with the expectations of the teacher.
- F. To be responsible for the care and return of all school property involved in homework assignments.
- G. To be realistic about course selections and the homework requirements for each.

Role of the Parents

- A. To become acquainted with goals and procedure of the school.
- B. To encourage the development of independent work skills.
- C. To help the student organize enough out of school time.
- D. To provide the physical conditions conducive to study.
- E. To communicate their concerns about homework to the teachers when necessary.
- F. To share with the student the responsibility for the care and return of all school property involved in homework assignments.
- G. To be realistic about the student's course selections and the homework requirements for each.

APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.4

Promotion and Retention

Grades PreK-3, 5-7

In general, children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. A small number of children, however, may benefit from staying another year in the same grade. Such retention may be considered when:

1. The child is in grades PreK-3, or on very rare occasions, when the child is in grades 5-7.
2. The child is achieving significantly below ability and grade level.
3. Retention would not cause an undue social and emotional adjustment.
4. Retention would have a reasonable chance of benefiting the child totally.

Whenever such retention is being considered, but no later than the end of the first semester, the teacher shall confer with the principal and other staff members involved with the child, such as the child's special teachers and counselor. The parents shall be invited to a meeting with the teacher, principal, and other staff members no later than February 1 for discussion of the matter. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group and his or her own individual ability. Goals will be set for the third quarter.

During the first two weeks of the fourth quarter another meeting will be held to review the goals and the student's progress. At this time, the final decision of retention shall be made. The final decision of retention shall be made jointly by the principal and the parents.

Only in unusual circumstances should a child be retained more than once.

Grades 4 and 8

A fourth or eighth grade student may not be promoted to the fifth or ninth grade unless he or she satisfies the criteria for promotion specified in this policy.

Levels of Expectation

- A. Test Scores Wisconsin Knowledge and Concepts Examination (WKCE). Students must achieve a rating of proficient or above in 3 of the following 4 sub-test areas: reading, mathematics, language arts and writing.

OR

Basic rating or above in 4 of 6 sub-tests (reading, language arts, mathematics, science, social studies and writing) on the WKCE.

OR

Meeting the WKCE test criterion as specified on the Individual Education Plan (IEP) for students with disabilities.

SURING PUBLIC SCHOOL DISTRICT

345.4

Promotion and Retention cont.

B. Academic Performance 4th grade students must have a “C” average or above in all graded classes at the end of the school year or achieve a “D-“ or above cumulative grade at the end of the year in each of the following areas: reading, language arts, science, social studies and mathematics.

8th grade students must have a cumulative grade point average of 5.0 or above on a 12 point scale at the end of the school year or a “D” or above cumulative grade at the end of the year in the following areas: reading, mathematics, science, social studies and language arts.

C. Teacher Recommendation Criterion teacher recommendations will be made prior to the end of the school year. Evidence will be documented by the Teacher Recommendation Review committee consisting of a team of professional educators pre-determined at each grade level. Considerations may include but are not limited to: past retentions, performance in non-academic areas, reports from outside agencies, attendance, and employability skills.

D. Other Academic Criteria successful completion of a district approved standards-based project as outlined by Teacher Recommendation Review Committee. The committee will establish specific criterion for meeting district requirements for successful completion of the project.

High School

Specifications for classification of students are included in the high school student handbook as approved yearly by the Board.

LEGAL REF.: Wisconsin Statutes Section 118.33(6)
MEA 9, Wisconsin Administrative Code
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.5

Honor Rolls

Students having an academic grade point average of 3.5 or better are listed on the high honor roll for that quarter, while students with a grade point average of 3.0 or better are listed on the honor roll. Only students carrying a full academic schedule (3 credits) are eligible for the honor roll. All courses offered in the curriculum will count toward the honor roll.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.6

High School Graduation Requirements

A student may not graduate from Suring High School unless he or she satisfies the criteria for graduation specified in this policy.

A. Credit/Required Classes

The student must earn a minimum of twenty-three credits in order to graduate from Suring High School or successfully complete an alternative educational program approved by the Suring School Board. Included in the credit requirements are four credits of English, four credits of Social Studies, two credits in Mathematics, two credits in Science, one and one-half credits in Physical Education, one-half credit in Health, one-quarter credit in Mental Health and eight and three-quarter additional elective credits.

Students enrolled in the alternative education program can receive either a Suring High School Equivalency diploma or a Suring High School regular diploma. The regular diploma will be awarded if the student successfully completed a work component as approved by the alternative school instructor.

A student must have been enrolled in a class or participated in an activity approved by the board during each class period of each school day, or the student has been enrolled in an alternative education program as defined in state law.

If the requirements outlined in Section A are not obtained, a diploma shall not be awarded.

IN ADDITION to the requirements outlined in Section A, a student must complete the requirements outlined in Section B.

B. Except as otherwise provided, the student must attend high school for a minimum of eight semesters.

C. Academic Performance Criterion

A student will earn a diploma if the credit requirement specified in Section A is met and the student meets at least one of the following criteria:

- GPA 2.0 cumulative for seven semesters.
- Complete district approved individual standards based remediation plan. The remediation plan will be based upon identified needs from results obtained through the student's high school course work and student GPA. Some examples are noted on the high school graduation policy chart.

SURING PUBLIC SCHOOL DISTRICT

345.6

High School Graduation Requirements cont.

If the requirements outlined in Section A and Section C are met, a diploma shall be granted.

If the requirements in Section A are met, but the requirements in Section B and Section C are not met, a student must complete the requirements outlined in Section D.

D. Teacher Recommendation Criterion

A student will earn a diploma if the credit requirements specified in Section A are met and the student passes a set of criterion noted in Section D.

Students must meet one of the following criteria:

- Committee Review and Recommendation
- Completion of District Approved Individual Remediation Plan

The committee through considerations of past retention(s), high school attendance, employability skills, information from outside agencies, extra curricular participation, student conduct information, etc. shall determine the student’s eligibility for a diploma.

If the requirements outlined in both Section A and Section D are met, a diploma shall be granted.

If the requirements in Section A are met, but the requirements in Section B, Section C or Section D are not met, a diploma shall not be granted.

Transfer Students

Students enrolled at Suring High School, but not enrolled at the beginning of ninth grade, must meet the state graduation standards as well as the district’s credit graduation requirements.

LEGAL REF.: Wisconsin Statutes Sections 118.33, 118.01, 118.15(1)(d), 118.153, 121.02(1)(p)
PI18 Wisconsin Administrative Code

CROSS REF.: 345.61, Early Graduation
345.62, Commencement

APPROVED: MARCH 14, 2001

REVISED: MAY 14, 2008

REVISED: MARCH 10, 2010

SURING PUBLIC SCHOOL DISTRICT

345.61

Early Graduation

1. Successful completion of all required courses: Freshmen - General Mathematics, Algebra, or Pre-Algebra, World Geography, Basic Composition, Speech, one credit Science, Physical Education, and Health. Sophomores - American Literature, Mental Health, Physical Education, and one credit in Science. Juniors - One credit in English, World History, and Physical Education. Seniors - American Government/Economics, and 1/2 credit in English.
2. Students seeking early graduation must apply through the guidance director to administration in writing during the sixth semester of high school. Students seeking early graduation may be eligible for early graduation at the end of their seventh semester of high school upon recommendation from the district superintendent. Students seeking early graduation must maintain 90% attendance through-out their 7th semester in high school.

LEGAL REF.: Wisconsin Statutes Section 118.33
PI 18 Wisconsin Administrative Code
CROSS REF.: 345.6, High School Graduation Requirements
345.62, Commencement
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

345.62

Commencement

Graduation Exercises shall be under the direction of the principal and the superintendent.

Commencement is the highlight of the school year. Any student who has met all graduation requirements by the end of their 8th semester may participate in the graduation ceremony. In extreme situations, upon the recommendation of the High School Guidance Director and Principal with the approval of the District Superintendent, a senior status student who has not met all graduation requirements can take part in graduation commencement providing the student has met all of the following conditions:

- The student was on track to graduate at the end of the 7th semester and had scheduled the remaining required courses and credits during the 8th semester.
- The student displayed a high level of school attendance during the 8th semester.
- The student displayed a high level of effort to complete the remaining required courses and credits during the 8th semester.
- The student agrees to complete any remaining courses or credits within a reasonable amount of time specified and scheduled through the Guidance Department.

Caps and gowns will be worn by the graduates. The behavior and attire of the graduates must be acceptable. Any graduate under the influence of alcohol or a drug considered a controlled substance or with alcohol on his or her breath will not be allowed to participate in the ceremony.

Graduates are expected to dress neatly and blue jeans, T-shirts, or tennis shoes are not to be worn. The program may consist of the presentation of academic awards and scholarships, a guest speaker, speeches by the salutatorian and the valedictorian, musical selections by the band and the choir, and the presentation of diplomas by members of the Board of Education.

It must be noted that participation in the commencement ceremony may be refused by the administration to any senior as disciplinary action or until student fulfills obligations they have incurred.

LEGAL REF.: Wisconsin Statutes Section 118.33
 PI 18 Wisconsin Administrative Code

CROSS REF.: 345.6, High School Graduation Requirements

APPROVED: DECEMBER 13, 1995

REVISED: SEPTEMBER 10, 1997

REVISED: MARCH 10, 2004

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

346

Testing Programs

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

General testing reports shall be made to the Department of Public Instruction and to the public in accordance with law. The district testing program shall embody those tests required by state and federal laws and regulations.

Students with disabilities must participate in state-wide testing, with appropriate modification where necessary, or in alternative assessments as deemed necessary or appropriate. Such modifications or alternative assessments must be included in a student’s IEP.

Decisions regarding the testing of English language learners shall be made on an individual basis in accordance with established district policies and procedures.

Final examinations may be used as the major evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives on which learning activities have been based. Therefore, teachers shall use these means of measurement or appraisal which directly relate to goals and objectives. These checks on progress shall be made at the most appropriate point in the learning process, whether at the completion of a learning unit or module, at the completion of a larger segment or course, at some other point, or at several points. Final examination shall be given the end of each semester in grades 6-12 and shall constitute twenty per cent (20%) of the final grade.

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

LEGAL REF.: Wisconsin Statutes Sections 118.13, 115.77(1m)(bg), 118.30, 120.12(2), 121.02(1)(o)(r) & (s)
PI 9.03(1), PI 13, PI 41 of the Wisconsin Administrative Code
Individuals with Disabilities Education Act
No Child Left Behind Act

CROSS REF.: 342.62, Programs for English Language Learners
411-Rule, Discrimination Complaint Procedures

APPROVED: DECEMBER 13, 1995

REVISED: JANUARY 10, 2001

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

347

Student Records

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

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

Principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established procedures. All persons collecting or using student records shall be trained annually by principals in confidentiality policies and procedures.

- LEGAL REF.: Wisconsin Statutes Sections 118.125, 118.126, 118.127, 118.51(8),
118.52(10), 252.15, 146.81, 146.84, 767.24(7), 938.396
No Child Left Behind Act of 2001
Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g, 34
C.F.R. Part 99)
- CROSS REF.: 347-Rule, Guidelines for Maintenance and Confidentiality of Student
Records
347-Exhibit, Student Records Notice
823, Access to Public Records
- APPROVED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records

1. Definitions

- a. "Student Records", as defined by state law, mean all records relating to individual students maintained by an elementary or secondary school, regardless of format, other than (1) notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and (2) records necessary for and available only to persons involved in the psychological treatment of a student.

- b. "Behavioral records", as defined by state law, mean those student records which include psychological tests, personality evaluations, records of conversations, any written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, student physical health records other than his/her immunization records, law enforcement agency records and any other student records which are not progress records. Behavioral records of students with a disability include referral information (including notices and forms); signed parental consent or refusal for evaluation; IEP Team evaluations; individual reports and IEP-Team findings and reports; individualized education programs; placement decisions and signed parental consent or refusal; medical evaluations and prescriptions required to substantiate health treatment services; medical evaluations used to substantiate a disability; and physician's statement required for provision of special education homebound instructional services.

(1) "Law enforcement records", as defined by state law, mean those records obtained from a law enforcement agency relating to (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District. Such records may only be obtained from the law enforcement agency upon request of the District Administrator. Once the records are received, the student named in the records and the parent of any minor student named in the records shall be notified of the information. (2) Court Records.

- c. "Progress records", as defined by state law, mean those student records which include a student's grades, a statement of the courses the student has taken, the student's immunization records, the student's attendance record and records of the student's extracurricular activities.

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

- d. "Student physical health records", as defined by state law, mean those student records which include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
- e. "Directory data", as defined by state and federal law, means those student records which identify a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of school most recently attended by the student.
- f. "Student Patient health care records" mean all those records relating to the health of a student prepared by or under the supervision of a health care provider except those included in the "student physical health records" definition above.
- g. "Parent" means parent, guardian or other individual as appointed by the court to act on behalf of a minor child.
- h. "Adult student" means a student who has attained the age of 18. For purposes of Board policy and these procedures, adult students have all the rights accorded to parents.

2. Access Rights

- a. Parent Access to Student Records - Parents are permitted to review and inspect any education records relating to their child. If any education record includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

In cases involving students with disabilities, the District shall respond to parental requests for records without unnecessary delay prior to any meeting about an Individual Education Program (IEP) or a hearing regarding identification, evaluation or placement of a child in accordance with state and federal special education laws. The building principal or designated staff member will discuss the records with the parents. Parent representatives shall also have this right.

A parent, regardless of whether the parent has legal custody of the student, shall have equal access to the student's medical, dental and school records unless the parent has been denied access to such records as outlined by state law (e.g., denied periods of physical placement with the student, ordered by the court)(s.118.125(2)(k) Wis. Statutes.)-See b(8) .

A list of the types and locations of student education records collected, maintained or used by the District shall be provided to parents on request.

Parents shall not be charged for search or retrieval of student record information and will not be charged for copies. A parent shall not be charged for copies if such a fee prevents them from exercising their right to have copies.

Personally identifiable information from the student records of an adult student may be disclosed to the parent of the adult student without the written consent of the adult student if the adult student is a dependent of his/her parent for tax purposes (under the Federal Internal Revenue Code, 26 USC). This may be done unless the adult student has informed the school, in writing, that the information may not be disclosed.

- b. Access to Progress and Behavioral Records by Persons Other Than Parents/Adult Students - The District shall provide access to a student's behavioral or progress records in the following situations:
 - (1) The judge of any court of Wisconsin or of the United States shall, upon request, be provided with a copy of all progress records of a student who is the subject of any proceeding in that court. The District shall make a reasonable effort to notify the parent or adult student of the order in advance of compliance therewith, except as otherwise provided by law.

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347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

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

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347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

- (3) Upon the written request of an adult student or the parent of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent of a minor student in the written request.
- (4) Student records shall be provided to a court in response to a subpoena for inspection. The court may turn said records or parts thereof over to parties in the action or to their attorneys if these records would be relevant and material to a witness's credibility or competency. The district shall make a reasonable effort to notify the parent or adult student of the order in advance of compliance therewith, except as otherwise provided by law.
- (5) The Board shall provide the Department of Public Instruction (DPI) or any other public officer with any information required under Chapters 115 to 121, which covers all aspects of public instruction under the law. The DPI may secure student or other records which are necessary in connection with the audit and evaluation of state or federal-supported programs or in connection with the enforcement of state or federal requirements which relate to such programs. Except when the collection of personally identifiable data is specifically required by federal law, any data collected by state educational authorities shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.
- (6) Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
- (7) The district board of the vocational, technical college district in which the school is located, the department of health and family services department of workforce development or a county department verifying eligibility for public assistance, shall, upon request, be provided with the names of students who have withdrawn from the school prior to graduation.

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

- (8) A student's records shall be disclosed in compliance with a court order under Wisconsin's delinquency statutes after a reasonable effort has been made to notify the student's parent.

 - (9) Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse).

 - (10) If school attendance is a condition of a student's dispositional order under section 48.355(2)(b)7 or 938.358(2), the school board shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.
- c. Access to Directory Data - Except as provided below, directory data may be disclosed to any person after the school has (1) notified the parent, legal guardian or guardian ad litem of the categories of information which it has designated as directory data with respect to each student, (2) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their consent, to correspond with current provisions of state law.
- (1) If the school district has followed the notification procedure outlined above, and the parent, legal guardian or guardian ad litem does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the vocational, technical and adult education district board.

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

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

d. Access to Student Patient Health Care Records - All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient records may be released upon request without informed consent to a District employee or agent, with regard to patient records maintained by the District in which he/she is employed or is an agent, if any of the following apply:

(1) The employee or agent has responsibility for the preparation or storage of patient health care records.

(2) Access to patient health care records is necessary to comply with a requirement in federal or state law.

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

3. Amendment of Records

a. A parent who believes that the educational records collected, maintained or used are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student may request the District to amend the records. The District will decide whether to amend the information within the time frame designated by law.

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347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

- b. If the District decides to refuse to amend the information, it will inform the parent of the refusal and advise the parent of the right to a hearing. On request, the District shall provide an opportunity for a hearing to challenge information in educational records to ensure that it is not inaccurate, misleading or otherwise in violation of the privacy rights of the student.

- c. If the parent requests a hearing, the Board will appoint an individual who does not have a direct interest in the outcome to conduct the hearing. The person conducting the hearing shall issue a written decision within 15 days of the hearing. At least five days before the hearing, a notice shall be sent to the parent about the date, time and place of the hearing.
 - (1) The District shall give the parent a full and fair opportunity to present relevant evidence at the hearing.
 - (2) The District shall provide the parent the opportunity to be assisted or represented by one or more individuals, or an attorney of his/her choice, at his/her expense.
 - (3) The decision of the person conducting the hearing will be based solely on the evidence presented at the hearing and include the summary of the evidence and reasons for the decision.
 - (4) If, as a result of the hearing, the District decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall amend the information accordingly and so inform the parents in writing.
 - (5) If, as a result of the hearing, the District decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the parent of the right to place in the records it maintains on the student, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the District.

The District shall require that any explanation placed in the records of a student be maintained by the District as part of the records as long as the record or contested portion is maintained by the District. If the records of the student, or the contested portion are disclosed by the District to any party, the explanation shall also be disclosed to that party.

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

4. Maintenance, Transfer and Destruction of Records

- a. The building principals shall have primary responsibility for maintaining the confidentiality of records in their building. Copies of individualized education programs shall be maintained in the classroom. All records shall be maintained in locked files. Student patient healthcare records and law enforcement records shall be maintained separately from a student's other records.
- b. Building principals shall maintain an updated list of staff by name and title who have access to student records.
- c. "A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party: the parent/guardian of adult students; a school official; a party with written consent from the parent/guardian; a party seeking directory data; or a party seeking or receiving records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed."
- d. The Director of Special Education shall be responsible for reviewing records of students with disabilities. Information that is no longer needed to provide educational services to the student with disability shall be destroyed after one month notification to the parents.
- e. All student records relating to a specific student shall be transferred to another school or school district upon receipt of written notice from an adult student, or the parent of a minor student, that the student intends to enroll in the other school or school district; upon written notice from the other school or school district that the student has enrolled; or, upon written notice from a court that a student has been placed in a juvenile correctional facility or secured child caring institution or secured group home. Records will be sent within five working days of receiving the written request.
- f. All behavioral records shall be destroyed one year after the student graduates or last attends school, except with written parent or adult student permission to retain them for a longer period of time.

SURING PUBLIC SCHOOL DISTRICT

347-Rule

Guidelines for the Maintenance and Confidentiality of Student Records cont.

- g. Student progress records shall be filed and maintained permanently in the District.
- h. Student patient health care records and law enforcement records shall be maintained for the same period of time as other student behavioral records.

5. Annual Public Notice

Parents and students shall be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) the existence of the student records policy and procedures and where copies can be obtained; (c) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (d) their right to file a complaint with the Family Policy and Regulations Office of the U.S. Department of Education. This notice shall be published annually in District student and/or parent handbooks, or disseminated through other appropriate means. Provisions shall be made to effectively notify parents when the parents' primary language is other than English.

When a student transfers into the District after the above notice has been given, the student and his/her parent(s) shall receive a copy of the notice.

Student/parents must also be notified annually of their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; or their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent.

6. Complaints Regarding Alleged Noncompliance with Federal Requirements.

LEGAL REF.: Wisconsin Statutes Sections 115.812(2), 118.125, 118.127, 252.15, 146.81 - 146.83, 767.24(7), 938.396
Chapter 19, Subchapter IV
Family Educational Rights and Privacy Act

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

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EXTENDED INSTRUCTIONAL PROGRAMS

351

Summer School

Administration will work each year to provide summer opportunities for learning for our students. Remedial opportunities as well as enrichment opportunities may be offered through summer school instruction.

LEGAL REF.: Wisconsin Statutes Sections 118.04, 121.14, 121.54(4)

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

352

Field Trips

Off-campus field trips serve as a valuable educational device if used wisely. Field trips are important for stimulating, creating, and holding student interest. Field trips should be coordinated with the curriculum. Trips should have definite purposes and objectives that correlate with the work occurring in the classroom. General class absences are to have prior clearance from the principal. Field trips are to be conducted within the limits of the school day considering always the lunch program, transportation system and absences from other classes.

Field trips require planning. Any student participating in a fieldtrip must have written permission to participate from his/her parent or legal guardian. If practical and possible the instructor might take the trip first. As a minimum, correspondence would make arrangements with the site in regard to time, tour, lecture, safety. Use resource personnel whenever possible and make vocational emphasis whenever possible. Each trip should be evaluated in writing as to its worth and possible future use.

LEGAL REF.: Wisconsin Statutes Section 121.54(7), 895.437
CROSS REF.: 443, Student Conduct
APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

353

Community Resource Persons

The Board recognizes that one of the greatest resources of the school is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. The Board, therefore, encourages the use of community resources and citizens to assist in furthering the educational program. The principal should survey the resources available in the school community, weigh their probable usefulness, and then present to the superintendent for approval any plans that the principal may develop for using those community resources at the school.

The superintendent should consider all such plans, both on their merit and their implications as if they were to be carried out throughout the school district. Use of outside personnel and resources would be under regulations approved by the superintendent.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

353.1

School Volunteers

The Board recognizes that volunteers can make valuable contributions to our school, subject to suitable regulations by the administration.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

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INSTRUCTIONAL RESOURCES AND SERVICES

361

Selection of Educational Materials

The school board of the Suring Public School District is legally responsible for all educational materials used in the Suring school. As a policy making body, the board delegates the responsibility for selection of educational materials to the administration and professional staff employed by the district.

Selection of educational materials involves many people: administrators, teachers, parents, students, and media specialist. The responsibility for the coordinating and recommending of selection and purchase of library media materials rests with the library media specialist. The principal is responsible for decisions on purchases for the school library media center.

Responsibility for coordinating the selection and purchase of textbooks and other classroom materials rests with the principal and appropriate curriculum committees.

The following criteria are recommended when evaluating or judging materials for possible selection:

1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
2. Materials shall be selected that will stimulate growth in factual knowledge, in literacy, historic and artistic appreciation, and in aesthetic values and ethical standards.
3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level and social development of the student for whom the materials are selected.
4. Materials shall be chosen to foster respect for all persons and groups and realistically represent our pluralistic society, along with the roles and lifestyles open to both men and women in today's world. Materials shall be selected to help students gain an awareness and understanding of the many important contributions made to our civilization by all persons and groups.
5. Materials shall be judged as a whole, taking into account the author or producer's intent rather than individual words, pictures, phrases or incidents taken out of context.
6. Biases or slanted materials may be provided to meet specific curriculum objectives.
7. The selection of materials on political theories and ideologies, religion, public issues and controversial topics should be directed toward maintaining a balance representing various views.

SURING PUBLIC SCHOOL DISTRICT

361

Selection of Educational Materials cont.

The Suring Public School District shall not discriminate in the selection and evaluation of educational materials (i.e., library media materials, textbooks and other classroom materials) on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

A Materials Selection Committee shall be appointed yearly to familiarize a group within the district with the selection policy and the rights and freedoms of the students and teachers as to the use of educational materials. Its members shall familiarize themselves with selection policy contents, know the philosophy outlined in the Library Bill of Rights, understand differences between library media center material selected freely by students and supplementary materials used in instruction. This committee should be prepared and knowledgeable before a challenge of materials occurs.

LEGAL REF.: Wisconsin Statutes Sections 118.03(2), 118.13, 120.13(5), 121.02 (1)(h)
PI 8.01(2)(h), Wisconsin Administrative Code

CROSS REF.: 361-Rule, Selection of Educational Materials - Selection Procedures
362, Library Media Center
411-Rule, Student Discrimination Complaint Procedures
871, Handling Complaints about Educational Materials

APPROVED: DECEMBER 13, 1995

REVISED: SEPTEMBER 13, 2000

REVISED: JANUARY 10, 2001

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

361-Rule

Selection of Educational Materials - Selection Procedures

Selection Aids

The following reputable, professionally prepared selection aids shall be consulted in the selection of materials, but selection not limited to their listing.

Children's Catalog
Junior High School Catalog
Senior High School Catalog
Booklist
Book Report
School Library Journal
Horn Book
Kliatt Paperback Service
Instructor
Reading Teacher
CCBC Choices
Reference Books for School Libraries
Periodicals for School Libraries
Special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

Selection Procedures

The responsibility for coordinating the selection of educational materials and making the recommendation for purchases rests with the professionally trained personnel.

- A. Library Media Center Materials
1. In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and curriculum needs, and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be consulted whenever possible.
 2. Recommendations for purchase involve suggestions from administrators, teachers, students, district personnel, and community members.
 3. Gift materials will be judged by basic selection standards and will be accepted or rejected by these standards.
 4. Selection will be an ongoing process which should include the removal and discarding of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

SURING PUBLIC SCHOOL DISTRICT

361-Rule

Selection of Educational Materials - Selection Procedures cont.

B. Textbook Adoption

1. The schedule for textbook adoptions will parallel the schedule for curriculum revision. Consideration of text change will come only after a determination of need.
2. The committee appointed to review and revise the written curriculum will concurrently serve as the textbook review and selection committee. It will determine the best of available choices to implement, support, and supplement the written curriculum using the procedures outline in the "Textbook Adoption Process".
3. Principals will be notified of final textbook recommendations.

Textbook Adoption Process

Approximate Time Needed for Textbook Adoption Process: 2-8 Months

The textbook adoption process shall be under the direction of the principal and include the following actions:

1. Complete the curriculum with Board adoption.
2. Write for book samples from 10-12 companies.
3. Use Department of Public Instruction guide to rate textbooks along with Suring curriculum. Books should be available in a room for two to three weeks for individual appraisal by the committee. All teachers and administrators should be invited to review the books on their own time.
4. Meet with the curriculum committee for first cut- 4 to 6 companies.
5. Send books (4-6 companies) to school library media centers for teacher/administrator review and comments (two weeks).
6. Schedule one day for representatives to come in and committee to select.
7. Put together price/resource comparative list and comments from other schools using texts.
8. Meet with representatives and review all data - make selection including resources budget.

Materials Selection Committee

The Materials Selection Committee shall consist of the principal, media specialist, a teacher from each building level, a representative from student services, the director of curriculum/instruction and staff development, a parent representative and designated middle and high school students.

SURING PUBLIC SCHOOL DISTRICT

361-Rule

Selection of Educational Materials - Selection Procedures cont.

Role of the Materials Selection Committee

1. Serve as a district resource on censorship issues.
2. Provide a forum for inservice with guest experts in the field. Inservice invitations should be extended to Board members, staff and the community.
3. Resolve conflicts between selectors.
4. Review yearly, past and present challenged materials.
5. Review selection policy yearly.
6. Discuss specific procedures for dealing with formal challenges to educational materials.
7. Review outside support resources.
8. Serve as the feeder committee for the School Book Council.

APPROVED: JANUARY 13, 1993
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

362

Library Media Center

The board believes that the Library Media Center is a fundamental part of the educational process. The availability of many materials in a variety of formats presents to students and teachers the possibility of selecting the media best suited for individual need and mode of learning.

Therefore, the district shall maintain a Library Media Center where students and staff members are exposed to a variety of books, periodicals, and references in printed form as well as to a variety of newer communications materials such as filmstrips, films, audio tapes, recordings, and so forth. Provision will be made to enable the media center to remain open for use by students during the school day.

LEGAL REF.: Wisconsin Statutes Section 121.02(1)(h)
PI 8.01(2)(h), Wisconsin Administrative Code
CROSS REF.: 362-Exhibit, Library Bill of Rights
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

362-Exhibit

Library Bill of Rights

The American Association of School Librarians holds that the purposes of the library media center are:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified certified personnel to serve teachers and students.

APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

363

Instructional Television and Radio

The board encourages the use of educational radio and television programming and distance learning in the district to bring visual and audio experiences into the classroom in order to serve the educational needs of students.

LEGAL REF.: Wisconsin Statutes Section 120.13(22)
APPROVED: DECEMBER 13, 1995

SURING PUBLIC SCHOOL DISTRICT

363.1

Network Acceptable Use Policy

Technology is a valuable tool for student, staff, and community. Along with this tool comes a responsibility to maintain the standards that are highly visible in the Suring Public School District. Technology users' responsibilities go beyond network use. Unless otherwise specified, the following regulation shall apply equally to students, employees, volunteers, and contractors employed by the Suring Public School District. Employees, volunteers, and contractors may have additional obligations given the nature of their positions and/or access privileges.

The use of the Student Information System is solely for the purpose of facilitating the exchange of information to further communication, education, and research and is consistent with the mission of Suring Public School District. The Student Information System and the messages transmitted and documents created on it, are the property of the District. The District has the right to supervise the use of such property. Each person requesting access to the Student Information System must contact the Information Technology Department.

It is the responsibility of each user to provide for the reasonable care of technology, including hardware and software in that individual's possession or while being used by that individual. Vandalism to equipment may result in cancellation of privileges, restitution, and/or legal action. Vandalism is defined as any malicious attempt to destroy data, software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses. Also, users assume all responsibility for damage done to District technology equipment and software caused by food and/or drinks.

APPROVED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

363.1-Rule

Network Acceptable Use Rules

Technology Defined

Technology is defined under this policy as district or personal, audio software and video media, computers and hardware peripherals, network and telecommunications equipment, video and audio equipment, and web tools used in the educational environment. District or personal technology is to be used to enhance instruction, support learning and to improve student learning.

Educational Purposes

The Suring Public School District recognizes the importance of technology in enhancing curriculum. The District recognizes that technology continually changes and that those changes may also alter student instruction and learning. The District supports the use of technology by staff and students to enhance the curriculum and support instruction. Regarding appropriate use of technology, the District understands that Staff are the decision makers in the classroom.

District Technology Terms and Conditions

- In accordance with requirements of the Children’s Internet Protection Act (CIPA) and the Neighborhood Children’s Internet Protection Act (NCIPA), all equipment connecting to the Internet from any connection located within the District’s building will be blocked or filtered. The District will make best efforts to prevent users from accessing or transmitting visual depictions of material deemed obscene, child pornography, and any material deemed harmful to minors at those terms are defined in CIPA.
- As part of this policy the District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.
- Users **should not** expect that school supplied email, program or document files, or any other information stored on district technology is private or confidential. Suring Public School District has the capability to monitor use of network and internet resources. This includes but is not limited to the following: email, data files, user directories, or any other resources stored on District servers.
- Acceptable Use include, but is not limited to the following:
 - Use that is consistent with the Suring Public School District mission.
 - Use that is uniform with the Board approved curriculum.
 - Use that recognizes technological ethics, including the prompt disclosure of any inappropriate or harmful material, purposefully or inadvertently accessed.

SURING PUBLIC SCHOOL DISTRICT

363.1-Rule

Network Acceptable Use Rules cont.

- Unacceptable use is listed below but is not limited to the following:
 - Revealing your personal information or that of others.
 - Using the network in such a way that you would disrupt the use of the network by other users.
 - Deliberately destroying or diminishing the value or effectiveness of any technology or information system. This includes, but is not limited to vandalism, creating or uploading viruses, and tampering with connections to fix a problem.
 - Deleting, adding, or modifying any data other than your own.
 - Sharing your password or use another user's password.
 - Using District technology to violate copyright laws.
 - Letting another person use any part of the PC while you are logged into the network. An example is allowing another user to operate the mouse or keyboard while you are logged into the network.
 - Placing inappropriate material in your home directory.

- Use violations will result in loss of access and privileges, disciplinary actions, and may also be referred to appropriate law enforcement agencies. Failure to comply with these guidelines will result in the following:
 - First offense: 10 days loss of access.
 - Second offense: 40 days loss of access.
 - Third offense: permanent loss of access.

- Suring School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Suring School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss deliveries, hardware malfunctions, or service interruptions. Use of any information obtained via the internet is at your own risk. Suring School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Personal Technology Terms and Conditions

- The Suring School District has a public WiFi network available to anyone using the District's facilities. The District does not condone the use of other Internet connection methods such as 3G/4G data plans, and is not responsible for any accrued data charges.

- Students and their families assume responsibility for their device. The District is not responsible for the safety, security, loss, theft, damage, or misuse of any personal device.

SURING PUBLIC SCHOOL DISTRICT

363.1-Rule

Network Acceptable Use Rules cont.

- Students and their families assume responsibility for the technical support and maintenance of personally owned devices, including troubleshooting and repair costs.
- Students and their families assume responsibility for any desired insurance for their personal device.

APPROVED: DECEMBER 8, 1999

REVISED: MAY 14, 2008

REVISED: APRIL 10, 2013

SURING PUBLIC SCHOOL DISTRICT

364

Guidance

The mission of the PK-12 Guidance Program of the Suring Public School District is to meet the educational, personal/social and career needs of each student through a systematic and comprehensive approach to guidance and counseling. The program follows the Wisconsin Developmental Guidance Model(WDGM) and is based on the recognition that all students pass through specific developmental stages as they mature. The program stresses prevention of problems by providing students with age-appropriate skills and information through instruction, group interaction and individual counseling.

The educational, personal/social and career needs of students is the responsibility of the entire PK-12 staff, parents, and community. There are three levels of responsibility of the counselor. Level I is the responsibility of the counselor. Level II includes the counselors and teachers. The guidance staff provides teachers with information, in-service and activities appropriate for their grade level. Level III involves the counselor, school staff, human resources from the community, parents, business and industry. They are identified, kept informed and encouraged to participate in the developmental process.

Parents have the major role to play in the development of their child. They are kept informed of the developmental stages and encouraged to become involved in their child's education. Guidance and other school staff, work in partnership with parents and other human resources to help students reach their maximum potential.

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

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

Principals and guidance counselors shall be responsible for the screening of all new students, the maintenance of student records, the testing program and student scheduling.

The guidance program shall be evaluated periodically.

SURNG PUBLIC SCHOOL DISTRICT

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Guidance cont.

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

This policy does not, however, prohibit the use of special teaching or counseling materials or techniques to meet the individual needs of students.

LEGAL REF.: Wisconsin Statutes Sections 118.13, 121.02(1)(e)
PI 8.01(2)(e), Wisconsin Administrative Code
PI 9.03(1), Wisconsin Administrative Code
CROSS REF.: 411-Rule, Discrimination Complaint Procedures
APPROVED: OCTOBER 28, 1987
REVISED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: JANUARY 10, 2001
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

370

EXTRACURRICULAR ACTIVITIES

An extracurricular activities program shall be offered to students in the district. The Board encourages the full participation of elementary and middle school students in extracurricular and recreational programs and activities. For purposes of Board policy, “full participation” means fair and equal participation to the extent that the budget, facilities or type of activity allows.

Participation in extracurricular activities shall be in accordance with established school and activity rules. The administration shall assign advisors for supervision of all extracurricular activities. Students who violate school and/or activity rules shall be subject to disciplinary action.

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

- LEGAL REF.: Wisconsin Statutes Sections 118.13, 120.12(23), 120.13(1)
PI 9.03(1) of the Wisconsin Administrative Code
- CROSS REF.: 411-Rule, Discrimination Complaint Procedures
370-Rule, Student Activity Academic Eligibility Requirements
- APPROVED: OCTOBER 28, 1987
- REVISED: SEPTEMBER 13, 2000
- REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

370-Rule

Student Activity/Academic Eligibility Requirements

Students must maintain a cumulative quarter grade point average of 1.6 on a 4.0 scale and receive no F's to be eligible to participate in extra curricular activities.

1. Cumulative Grade Point Averages will be calculated from the quarter grades from each semester.
2. F's will be calculated from the quarter F's for each quarter.
3. A student becomes ineligible at the time of the secretarial posting of the F list and GPA list. Extracurricular advisor and coaches will be responsible for checking these lists for their students each quarter and notifying the student, parent, and Principal or Athletic Director.
4. Students determined to be ineligible will not be eligible for competition or participation for a 10 day probation period with a minimum of at least one game, meet, event, or contest suspension. For athletes: In the event a student does not have 20 hours of passing work in a grading quarter or semester, the WIAA minimum 15 day suspension would take precedence over the school code
5. On the 10th day of probation it would be the students responsibility to get the instructors signature in all of the student's current classes to show that he/she is currently doing acceptable work.
6. If the student is not doing acceptable passing work after the initial 10 day probation period, the student will be placed on a second 10 day probation period. At the end of the second probation period the student must again obtain signatures of their teachers to show that he/she is doing acceptable passing work. If the student remains ineligible the student will be ineligible until the next grading quarter.
7. Fall sports will utilize the previous spring grades for determining eligibility. To become eligible after an ineligibility probation period the student must show acceptable passing work in the current year (quarter 1, semester 1) classes. A student may erase ineligibility status following the last grade-reporting period of the school year through summer school courses (including correspondence courses at the same or some other school, provided the school gives credit toward graduation requirements for such courses and counts them in rank-in-class standings.

SURING PUBLIC SCHOOL DISTRICT

370-Rule

Student Activity/Academic Eligibility Requirements cont.

8. This policy is in effect for passports and extracurricular activities including Dance, FFA, FBLA, Student Council, and other organizations and class activities. This policy is in effect for Prom, Spirit Week Activities, and Winter Carnival Activities.
9. Curricular activities where a grade is given for the activity or performance are not effected.
10. Students may continue to practice during the probation period. See the activity advisor for specific restrictions.

APPROVED: DECEMBER 13, 1995

REVISED: MARCH 14, 2001

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

371

Student Organizations

Student organizations shall operate within the framework of the law, board policy, administrative rules, and the parameters of the learning program. When such organizations are truly beneficial, their establishment and operation shall be facilitated in reasonable ways by district staff and through utilization of district resources.

The superintendent shall develop general guidelines for student organizations. At least one faculty advisor to each student organization and the Board must approve any student organization that requires the expenditure of budgeted funds or that may engage in activities of a divisive or controversial nature.

This policy applies to on-campus organizations only. It is not intended to restrict the organization of students into groups which function apart from the school.

LEGAL REF.: Wisconsin Statutes Section 120.12(2)
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

372

High School Yearbook

The major student publication is Soaring High, the Suring High School yearbook. It is published yearly and distributed in September each year by each senior class with work done by seniors chosen by their classmates and under the advisorship of a high school teacher appointed by the school administration.

The yearbook material is subject to approval by the advisor who is then jointly responsible for its content.

LEGAL REF.: Wisconsin Constitution, Article I, Section 3
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

374

Student Fundraising Activities

All fundraising projects sponsored by school clubs or organizations require the approval of the principal. Proceeds should be applied toward a worthwhile school project(s) or toward something educational for the members involved. Fundraising monies shall be processed through the Activity Fund in accordance with established procedures.

Students under the age of 12 will be permitted to participate in fundraising projects provided written approval is obtained from the student's parent or guardian. Students under the age of nine or each group containing one or more student under the age of nine must be physically accompanied by a parent or a person at least 16 years of age when working in a fundraising activity.

The sale of all non-nutritional foods must take place only before and/or after school hours.

LEGAL REF.: Wisconsin Statutes Sections 103.23, 103.64
CROSS REF.: 665, Student Activity Funds Management
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

375

Student Contests

The Board of Education believes the primary educational aims of the school and the needs and interest of the students must be the most important consideration at all times. It shall therefore be a general policy to deny promotional aid, school time, or faculty assistance to student contests, involving essay writing, poster-making, or other activities sponsored by organizations outside the school.

Exceptions may be made, if in the judgment of the superintendent a particular contest involves experiences which are closely allied to and in support of the instructional work of the school. The worthiness of the sponsoring agency's cause or the opportunity for individuals to win prizes, shall not in themselves constitute sufficient reason for exception to the general policy.

Contests or projects, in general, should not interfere with the operation of the regular course of study in classes, or require a teacher to sacrifice much time from the regularly planned program for students.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

376

Interscholastic Athletics

The athletic program in the School District is recognized as a vital part of the total educational program. The Board feels an athletic program, properly operated, provides experience in daily human relations which cannot be found in any other educational contact.

The athletic program should be designed to give many students an opportunity to develop their interests, attitudes and skills for future years without damaging their academic development. Sports competition should provide a healthful, enjoyable experience whereby the emotional, mental, social and physical development of young men and women can be fully achieved. Sportsmanship should always be of prime importance.

Student athletes must comply with all rules and regulations established by the WIAA and the Board.

The School District shall not discriminate in student participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.

This policy does not, however, prohibit the district from placing a student in an athletic program or activity based on objective standards of individual performance, from providing separate programs in interscholastic athletics for males and females if such programs are comparable in type, scope and support from the District, or from providing separate toilet, locker and shower facilities.

Discrimination complaints shall be processed in accordance with established procedures.

The Athletic handbook shall be school policy. See handbook for current year.

- LEGAL REF.: Wisconsin Statutes Sections 118.13, 120.12(23), 120.13(1)
PI 9.03(1) of the Wisconsin Administrative Code
- CROSS REF.: High School Athletic Code
411-Rule, Discrimination Complaint Procedures
- APPROVED: DECEMBER 13, 1995
- REVISED: SEPTEMBER 13, 2000
- REVISED: JANUARY 10, 2001
- REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

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Student Performance

Any student or group of students giving performances as a representative of the Suring Public School District shall first secure the permission of the principal and secure clearance through the office of the superintendent. Students shall not receive any remuneration for such performances except for actual expenses and then only if offered by the sponsoring agent or agency.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

380

MISCELLANEOUS INSTRUCTION POLICIES

381

Teaching about Controversial Issues

Controversial issues arising from classroom situations and subject matter may be discussed and explored in the classrooms throughout the school district.

Controversial issues provide stimulation to learning by stirring intellectual excitement and are thus an integral part of the normal classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the normal classroom situation be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, the personality, or the intellectuality of either the teacher or the students.

Controversial issues with respect to instruction in the public schools appear to present, in essence, a two-fold problem: first, the problem of academic freedom for both the teacher and the student; and second, the problem of technique or method employed in handling controversial issues in the classroom. For the best interests of the individual, the community, and larger society, provision must be made so that teachers and students alike are free to exchange and develop ideas. The school superintendent shall see that the necessary guidelines are established.

LEGAL REF.: Wisconsin Constitution, Article I
Wisconsin Statutes Section 121.02(1)(h)
Hatch Amendments - 20USC, Section 1232h

CROSS REF.: 334, Parent Rights and District Programs/Activities
381-Rule, Guidelines for Teaching About Controversial Issues

APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

381-Rule

Guidelines for Teaching about Controversial Issues

The guidelines which follow have been devised to achieve an educational environment through which the teachers and the students of the Suring Public School District may enter the marketplace of free ideas with hope, anticipation, and enthusiasm for the achievement of individual excellence consistent with individual ability.

1. Controversial issues shall be handled as they arise in the classroom and shall not be avoided in order to restrict or restrain the academic freedom of either the teacher or the student. Neither the teacher nor the student in the classroom shall avoid an issue simply because it is of a controversial nature, nor shall an issue be raised merely because it is of a controversial nature.
2. When handling controversial issues the teacher may not present his or her own personal position as the only acceptable position which may be taken on that particular issue, nor shall the teacher seek to bring about a single conclusion to which all students must subscribe.
3. Controversial issues shall be studied with as much objectivity as the ability of both teacher and students will permit. When handling a controversial issue all sides will be explored, and the teacher will provide suggested resource materials or sources of information on as many aspects of the issue as he or she can in order that all students may pursue individual reading and study so that they may reach individual conclusions with respect to that particular issue.
4. Materials and references presenting all sides of a controversial issue should be made available by the school library.
5. In handling a controversial issue the teacher shall not suppress a student's view on that issue as long as the student's view on that issue is not derogatory, malicious, or abusive toward other students' views, but on the other hand one student shall not be permitted to dominate the discussion. In handling controversial issues in the classroom, both teachers and students shall be encouraged to keep the problem solving attitude in mind; in other words, rather than determining what is right and what is wrong in certain issues, students shall be encouraged to come to their own conclusions to a particular problem after independent inquiry.
6. The handling of controversial issues does not always require an extensive examination, but all the competency of both teacher and student shall be exerted to make a clear definition of the issue.

SURING PUBLIC SCHOOL DISTRICT

381-Rule

Guidelines for Teaching about Controversial Issues cont.

7. Propaganda, the presentation of only one side or viewpoint of an issue, when recognized should always be distinguished from fact.
8. Speakers dealing with special fields, and printed or visual material from organizations which are thought of as pressure groups should be secured or used only with the written consent of the school principal.

APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

381.1

Controversial Speakers

The Board holds that freedom to learn is no less a desirable freedom than freedom of speech, press, and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, films, and other media are valuable for giving students exposure to many differing ideas, but for effective learning it is also useful to invite appropriate persons not on the Suring educational staff to speak to or to meet with groups of students as part of the educational process.

Teachers are encouraged to utilize community resources (speakers) as much as possible as valuable teaching aides. Advance notice of such speakers is to be given to the principal.

CROSS REF.: 381.2-Rule, Guidelines for Controversial Speakers
APPROVED: DECEMBER 13, 1995
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

381.1-Rule

Guidelines for Controversial Speakers

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. However, the Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following guidelines.

- A. The teachers/sponsor and school building administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise.
- B. Teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of it.
- C. An appropriate record shall be made of each resource person utilized and of his or her presentation.
- D. The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved.
- E. Prior to his or her appearance or participation, the resource person shall be given in writing and shall agree to abide by the following Board regulations:
 - 1. Profanity, vulgarity and lewd comments are prohibited.
 - 2. Tobacco Use (Smoking) is not permitted on school premises owned or rented by or under the control of the board.
 - 3. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.

APPROVED: DECEMBER 13, 1995
REVISED: SEPTEMBER 13, 2000
REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

382

School Assembly Programs

The entire district school population, or portions thereof, from time to time may be brought together for assemblies appropriate to observance deemed in keeping with the educational program. All teachers included in whichever unit is noted above shall attend with their students.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

383

Fairs/Open Houses

With Board approval and with a minimum of program interruption the school may hold fairs and open houses for the public if such are deemed as contributing to the overall educational program in a constructive manner.

CROSS REF.: SEA Agreement
APPROVED: DECEMBER 13, 1995

SURING PUBLIC SCHOOL DISTRICT

384

Animals in the School

Animals may be brought into the classroom for educational purposes. However, they must be a appropriately housed, humanely cared for, and properly handled. Guidelines as established by the American Humane Association, "Care and Management of Animal Visitors at School," will be made available in every school office and media center, and these guidelines are to be adhered to by classroom teachers wishing to have animals in the classroom. Persons bringing animals into the school should receive prior permission from the supervising teacher.

CROSS REF.: 384-Rule, Guidelines for Animals in the School
APPROVED: DECEMBER 13, 1995

SURING PUBLIC SCHOOL DISTRICT

384-Rule

Guidelines for Animals in the School

1. Teachers are to check with the school office regarding any known allergies existing among students in the classroom, prior to granting permission for animals to be brought into the classroom. If allergies exist, parents must be contacted for further direction.
2. Teachers must assume primary responsibility for the humane proper treatment of any animal in the classroom.
3. Teachers must be aware of state laws regulating safe, distribution, and handling of animals.
4. Only the teacher or students designated by the teacher are to handle the animals.
5. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
6. Teachers with questions regarding proper care, feeding, and handling of animals should contact the science resource teacher or science department head.
7. Animals are not to be transported on school buses.
8. All experiments using live animals must have prior approval of the principal.
9. If a staff member or student has been bitten by an animal where skin has been pierced, the incident must be reported immediately to the school office by the supervising adult. Principals shall assume responsibility to notify public health authorities and to impound the animal for observation. Rabies Health Authorities will determine the appropriate term of confinement of the animal and method of observation.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008

SURING PUBLIC SCHOOL DISTRICT

385

Class Interruptions

It shall be the responsibility of the principal to reduce non-instructional classroom interruptions as much as possible and to reduce to an absolute minimum any interruptions of classroom programs.

Close cooperation among faculty members will help to assure a smooth running school. It is to be remembered that each teacher's work schedule is vital to him/her and unnecessary class interruptions amount to impositions. Professional courtesy demands that each teacher respect each other teacher's class schedule. If a student is needed out of another class, a written request to the classroom teacher in advance, is required.

APPROVED: DECEMBER 13, 1995

REVISED: MAY 14, 2008