

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION POLICY COMMITTEE MEETING**

Thursday, October 20, 2022

7:30 AM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. POLICIES FOR DISCUSSION, REVIEW, AND CONSIDERATION **3**

Attached is the Summary Table with comments from the various stages of review. This document will serve as a guide to reviewing the policies on the agenda for the October 20th meeting.

A. Policy 333 Parent Rights in Relation to District Programs/Activities and Student Privacy 7

Policy 333 is an important policy for the district to adopt to clarify for parents and school staff the rights and options for parents. One of the key decision points for these items is the type of consent that you want to include for parents when making a decision

about their child's participation. Active Consent requires parents to actively sign-up for their child to participate, while Passive Consent provides them with the option to opt-out -- if they do not opt out, then the default is that they will participate.

B. Policy 342.31 Human Growth and Development Instruction	17
C. Policy 341.3 Rule Parental Request for Exemption	20
This policy is covered under new policy 333. Recommend to repeal.	
D. Policy 342.1 Programs for Students with Disabilities	21
E. Policy 342.2 Homebound Instruction	24
F. Policy 342.7 Services Programs for English Learners	25
G. Policy 342.8 Section 504 Plans and services for students with Disabilities	28
Note for Randy - In this policy WASB says to align The 2nd full paragraph on Page 2 with policy 411. 411 says Dir. of HR or Dir. of Student Serv. I talked with Brian and he said really could go either way. I have made the edit to say Dir. of Spec. Ed. to align with what Tiffany reviewed.	
H. Policy 342.9 & 342.9 Rule District Day Care Programs	31
I. Policy 342.10 Recording of IEP And Section 504 meetings.	36
J. 343.1 Middle School Class Load/Course Selection	38
Recommend to repeal.	
K. Policy 343.2 Class Size	39
L. Policy 343.2 Class Size Guidelines	40

VI. **FUTURE MEETINGS**

VII. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

341.31	Human Growth and Development Instruction	341.31	Replace 341.31 with PRG 341.31 Sample Policy 1	Sample policy 1 does not give specific direction regarding the inclusion or exclusion of any of the specific curriculum content that is identified as “recommended” content in the state statutes. Your current policy gives some specific directions that your board might decide to include in this policy.	Where should this land within Ed. Serv. (C&I or Stud. Serv.) Use Yellow Paragraph. Indicate appropriate Director	agree 5 years sounds reasonable
	Parental Request for Exemption	341.3 Rule	Repeal	Parental requests for exemptions from health classes is covered in 333. I added a sentence addressing completion of alternative assignments when the exemption applies to instruction offered for high school graduation credit.	agree and repeal	agree - repeal as long as covered
342.1	Programs for Students with Disabilities	342.1	Replace 342.1 with PRG 342.1 Sample Policy 1	Note that 342.1 sample policy 1 assumes adoption of the DPI model manual. I highlighted the paragraph that will need modification if your district's special education handbook is based on something else, see FN 1.	Add Special Ed Director to administrator positions. Use without in green paragraph.	Agree 4
342.2	Homebound Instruction	342.2	Amend	This policy and the 30-day requirement in the third paragraph could be read to pre-empt some authority of an IEP team. Consider revising. In the second paragraph, does the school board itself actually approve individualized program and curriculum modifications?	No changes	Regarding BOE approval - Randy to discuss with Tiffany

342.7	Services/Programs for English Learners	342.7	Keep current policy	This policy was adopted in June 2022. It does not appear to be based on a current PRG policy. We have 2 samples and a sample rule, but revisiting this policy after its adoption is not a priority given the other policies needing updates.	Agree and Keep	agree to keep
342.8	Section 504 Plans and Services for Students with Disabilities	none	Adopt PRG 342.8 Sample Policy 1	Districts are encouraged to adopt a policy addressing Section 504 identification, eligibility, and services (as distinct from IDEA policies/procedures). A 504 coordinator should be identified by the district. To the extent that the district has a 504 manual/handbook, the need for this recommended policy becomes less important.	Agree w/PRG add Special Ed. Dir. As designee. Add Supt. For complaint	agree
342.9	District Day Care Programs	342.8	Keep, recode to 342.9	Recode this policy as 342.8 in WSB coding is the Section 504 Plan policy.	agree keep but recode to 342.9	agree
342.9	District Rule Day Care Programs	342.8	Keep, recode to 342.9 Rule		Agree keep and recode to 342.9 Rule	agree

	Recording of IEP and Section 504 meetings	342.11	Keep or consider more general policy prohibiting recordings of all meetings.	Your policy is okay and the PRG does not have a sample specific to prohibiting recordings at IEP and section 504 meetings. WASB PRG Sample Policy 2 prohibits the recording of any meetings at school by staff, students or parents/guardians with exceptions similar to your current 342.11.	Keep and recode to 342.10	* There is a policy that will come in the next batch that is WASB coded 342.11 so this should be recoded and 342.10 makes sense.
343.1	Middle School Class Load/Course Selection	343.1	Review and revise if needed	The PRG does not provide a sample 343.1. This policy should be reviewed to determine if it aligns with your current practice.	Repeal	As long as this is outlined in some form someplace, agree to repeal 6
343.2	Class Size	343.2	Review and revise if needed	The PRG does not provide a sample 343.2. This policy should be reviewed to determine if it aligns with your current practice.	Keep.	Keep
343.2	Class Size Rule Guidelines	343.2 Rule	Review and revise if needed		Keep review #'s for accuracy.	agree

PARENT RIGHTS IN RELATION TO DISTRICT PROGRAMS/ACTIVITIES AND STUDENT PRIVACY

Policy 333

Waunakee Community School District

Page 1 of 4

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

1. The parent of a student may, upon submitting a written request to insert the appropriate position(s), e.g., the principal or other designated staff member in the student's school, opt their child out of participation in:¹
 - a. Instruction in human growth and development.
 - b. Instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body).
 - c. The state-mandated achievement examinations annually administered to students in grades 4, 8, 9, 10, and 11 that are part of the Wisconsin Student Assessment System (WSAS).
 - d. Any state-mandated or federally-mandated achievement examination that is part of the WSAS and annually administered to students in grades 3, 5, 6, or 7, provided that approving an opt-out request is permitted by the applicable laws and regulations.
 - e. Other standardized tests under WCSD Policy 346.²
2. Students exempted from instruction credited toward high school graduation may be required to complete an alternative assignment that is like the exempted instruction in length of time necessary to complete.³
3. Insert if desired: "If the District conducts mental health assessments of any child or arranges to provide mental health services to any child, then, to the extent required by applicable law or as otherwise deemed appropriate by the administration, the District shall provide written notice to the child's parent describing such assessments or services and obtain the written consent of a parent for the child's participation. If applicable, any such notice and consent procedures will be directed to an adult student." **{Editor's Note: A school district that receives and uses federal funding under 20 U.S.C. Chapter 70, Subchapter IV, Part A (i.e., Student Support and Academic Enrichment Grants) for these purposes must follow**

¹ Usually, the principal is responsible for receipt of opt out requests from parents, but that is a local policy choice. Insert the appropriate position to receive parent opt out requests. Note that policy 341.31 also identifies the position to whom parents submit exemption requests. 341.31 should identify the same position identified here.

² Paragraph e should be reviewed and may need fine tuning regarding other locally required standardized tests that parents are allowed to opt students out of. Policy 346 provides in part: *Upon written request of the pupil's parent or guardian, the School Board shall excuse the pupil from taking an exam administered under the state pupil assessment law in grades 3-11 or a standardized assessment under the district program.*

³ This is taken from WCSD 341.3 Rule.

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*specific notice and consent requirements. In practice, most districts would use a notice and consent procedure regardless of the funding source or any specific mandate.)*⁴

4. The District shall provide to the parent of each affected student advance notice of the District's intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and, except where applicable law or this policy expressly requires the District to obtain affirmative consent, the parent shall have, **at a minimum**, the right to opt their child out of participation in each such activity:⁵
 - a. Any activity involving the collection, disclosure or use of personal information collected from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
 - b. Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students; except that this paragraph shall not be interpreted to apply to any such examination or screening that is required or expressly authorized by state law.
 - c. Any survey that contains or reveals information concerning any of the following:
 - political affiliations or beliefs of the student or the student's parent;
 - mental or psychological problems of the student or the student's family;
 - sex behavior or attitudes;
 - illegal, anti-social, self-incriminating or demeaning behavior;
 - critical appraisals of other individuals with whom students have close family relationships;
 - legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
 - religious practices, affiliations or beliefs of the student or student's parent; or
 - income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

However, if the District intends to require students to participate in any survey, analysis or evaluation that would reveal information concerning any of the eight protected-information categories above, and if the activity in question is funded in whole or in part by any program of the U.S. Department of Education, then the District shall first

⁴ I did not find a policy or any reference in the Quick Check to student mental health assessments or mental health services. If your district does not conduct student mental health assessments, this paragraph might be deleted.

⁵ This draft gives parents an opt-out opportunity which is the minimum required by law. Your board might choose to require parents to opt-in rather than opt out for some or all of these.

PARENT RIGHTS IN RELATION TO DISTRICT PROGRAMS/ACTIVITIES AND STUDENT PRIVACY

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obtain the affirmative, written consent of a parent for the student's participation (or, for an adult student, the advance, affirmative consent of the adult student).

District staff shall take additional precautions to protect student privacy when engaging in any of the above-mentioned activities in accordance with established procedures.

4. Upon request to the District, the parent of a student may inspect:
 - a. Any instrument used in the collection of personal information from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
 - b. Any survey the District intends to administer or distribute to students that contains or that would reveal information in any of the eight protected-information categories listed within this policy, above.
 - c. Any survey created by a third party (regardless of content) before the survey is administered or distributed by a school to a student.
 - d. Any instructional materials (exclusive of tests or assessments) used as part of the educational curriculum for the student, which shall be interpreted to include, for example, (1) the curriculum and instructional materials used in any human growth and development instructional program; and (2) the instructional materials used in connection with any survey, analysis or evaluation (including any research or experimentation program or project designed to explore new or unproven teaching methods) that is funded in whole or in part by any U.S. Department of Education program.

Parents shall make any of the above requests regarding inspection of materials or student participation in certain activities in writing to the applicable building principal or his/her designee. Other parent requests dealing with student participation in other curricular, instructional or programmatic activities that are not expressly identified in this policy may be made in the same manner. All requests will be judged individually and shall be based upon any applicable state or federal requirements or guidelines. The principal or his/her designee shall respond to such requests in a timely manner.

For purposes of this policy, the terms "survey," "parent," "invasive physical examination," and "personal information for the purpose of marketing" shall be defined as those terms are defined (including applicable exceptions) in the federal Protection of Pupil Rights Amendment (PPRA).

The District shall inform parents of this policy and related procedures annually at the beginning of each school year. Any changes to this policy shall be made in consultation with parents of students.

Legal References:

PARENT RIGHTS IN RELATION TO DISTRICT PROGRAMS/ACTIVITIES AND STUDENT PRIVACY

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Wisconsin Statutes

- [Section 118.01\(2\)\(d\)2.c](#) [student exemption from certain health education activities]
[Section 118.019](#) [human growth and development instruction]
[Section 118.30\(2\)\(b\)3](#) [parental right to excuse child from taking state-mandated assessments in grades 4, 8, 9, 10 and 11]

Federal Laws

- [20 U.S.C. §1232\(h\)](#) [Protection of Pupil Rights Provision of General Education Provisions; student privacy policies required and other privacy and parent's rights mandates]
[20 U.S.C. §7101](#) [obligation to obtain informed parental consent in connection with certain federally-funded mental health assessments and mental health services]
[34 C.F.R. Sections 98.3 and 98.4](#) [U.S. Department of Education Regulations; last issued/revised under prior versions of the PPRA]

Cross References:

- 341.31 Human Growth and Development Instruction
346 Student Assessment Program
893 Relations with Educational Researchers
WASB PRG 333 Sample Policy 1

Adoption Date:

STUDENT PRIVACY PROTECTION PROCEDURES

333-Rule

Sample Rule 1

Page 1 of 3

(This sample rule addresses additional arrangements to protect student privacy in specified school district activities and additional arrangements concerning the administration of student physical examinations and screenings. Such arrangements are generally left to local discretion under the Protection of Pupil Rights Amendment (PPRA). This sample rule is intended to coordinate with 333 Sample Policy 1, which expressly mentions the existence of such additional procedures. It is important to understand that this sample rule serves to place additional requirements/restrictions on the school district when the district conducts the privacy-sensitive activities addressed by the PPRA (e.g., administering protected-information surveys, collecting/using student information for marketing purposes, etc.). Rather than maintaining these procedures as a separate rule, these procedures could instead be incorporated directly into the governing PPRA-related policy.)

A. Protection of Student Privacy in the Administration or Distribution of Surveys Containing or Revealing Protected Information

The following additional arrangements apply to further protect student privacy in the event the District administers or distributes any survey for which the District has not obtained affirmative, written consent from a parent or guardian (or adult student) and where the survey in question contains or would reveal information in any of the eight protected-information categories outlined in Board policy:

[Considering the actual protected-information surveys that the district currently administers, if any, list any such additional privacy-related arrangements by choosing up to all of the following or by listing other locally-established procedures or requirements:

- 1. All student responses to such surveys shall be anonymous, unless the students' parents or guardians (or adult students) were given express notice that the survey responses would not be anonymous.*
- 2. Students shall be informed that their participation in the survey is voluntary (i.e., participation remains the student's choice, even though the student's parent or guardian did not preemptively opt the student out of participation in the survey).*
- 3. Survey responses will be collected and handled in a manner that prevents students and others with no legitimate role in the survey process from accessing the content of individual survey responses.*
- 4. [Continue the list with any other local arrangement(s) that may apply.]*

B. Protection of Student Privacy in the Collection, Disclosure or Use of Personal Information for Marketing Purposes

The following additional arrangements apply for the protection of student privacy in the event that the District collects, discloses or uses personal information from students for the purpose of marketing, or otherwise provides personal information to others for that purpose:

STUDENT PRIVACY PROTECTION PROCEDURES

333-Rule

Sample Rule 1

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1. The District shall not sell, or allow the collection of personal information from students by others for the purpose of selling, any lists or other records that contain student or parent names, addresses, telephone numbers, or email addresses.
2. The District shall not collect, disclose or use a student's or parent's social security number for any marketing purpose, or for the purpose of selling such numbers.
3. The District shall honor any parent opt-out from the disclosure of personal information that is identified as "directory data" under the District's student record policies and/or procedures as an opt-out from the District's disclosure of any personal information collected from his/her student to any third party for the purpose of marketing.

[Continue the list with any additional locally-established privacy arrangements that apply to PPRA-restricted marketing activities by choosing up to all of the following, or by listing other specific local arrangements:]

4. The use of any instrument to collect personal information from students for the purpose of marketing must have the express pre-approval of the District Administrator.
5. The District shall not use a student's or parent's name, portrait, or picture for public advertising purposes in a manner that reasonably implies endorsement of the District or its programs without having first obtained the written consent of the person, or if the person is a minor, his/her parent or guardian. This provision shall not be construed to encompass announcements of awards or achievements, or the production of materials such as athletic program guides, playbills, activity rosters, or similar materials for school-related programs and activities.
6. [Continue the list with any other local arrangement(s) that may apply.]

C. Administration of Physical Examinations or Screenings to Students

{Editor's Note: This final Section "C" of the rule can be included in this rule as presented, or this section of the rule could be deleted and the content of this section could instead be addressed either within the governing PPRA-related policy or a separate policy or rule on the specific topic of student health examinations and screenings.}

In addition to provisions regarding the administration of non-emergency, invasive physical examinations as outlined in Board policy, and excluding all surveys and evaluations administered to a student in accordance with the federal Individuals with Disabilities Education Act, the following arrangements apply to the District's administration of physical examinations or screenings to students:

1. [Considering the specific health examinations or screenings that may be conducted in the school district, list any applicable local privacy-related procedures concerning such examinations and screenings (such as any prior notice and "opt-out" practices

STUDENT PRIVACY PROTECTION PROCEDURES

333-Rule

Sample Rule 1

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that apply to non-invasive examinations or screenings, or any practices surrounding the method of reporting results of screenings to parents/guardians.]

Adoption Date:

NOTIFICATION OF CHILD'S PARTICIPATION IN SURVEY REVEALING PRIVATE INFORMATION

(This sample exhibit is drafted to correspond to 333 Sample Policy 1, which follows the minimum PPRA requirements regarding surveys that are NOT funded by the U.S. Department of Education but that do contain or would reveal information in one or more of the eight PPRA-protected categories. Because 333 Sample Policy 2 takes the policy position that advance, active consent must be obtained before the administration of ANY protected-information survey (regardless of funding), this sample exhibit should not be used in conjunction with 333 Sample Policy 2.)

{Editor's Note: It is very important that this form NOT be used in conjunction with a protected-information survey that is funded in whole or in part by any program administered by the U.S. Department of Education. Generally, prior written consent (i.e., active consent) must be obtained for any such U.S. DOE-funded surveys. A limited exception to the active consent requirement for such surveys may apply for certain voluntary surveys. This form uses an "opt out" process, which is different from obtaining active consent for participation.}

Federal law requires the _____ School District to notify you and allow you to opt your child out of participating in certain surveys (including certain evaluations) that would reveal information concerning any of the following:

- political affiliations or beliefs of the student or the student's parent or guardian;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or the student's parent or guardian; or
- income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Following is a schedule of planned student survey activities for the upcoming school year that may reveal such information.

{Editor's Note: In the space below, list the specific or approximate dates when the survey activity is to take place, identify the type of the survey(s) to be administered or distributed, identify to whom the survey(s) is to be administered or distributed, indicate whether or not the survey responses will be submitted on an anonymous basis, and provide a summary of what the survey(s) entails.}

NOTIFICATION OF CHILD'S PARTICIPATION IN SURVEY REVEALING PRIVATE INFORMATION

333-Exhibit

Sample Exhibit 1

Page 2 of 2

If you **DO NOT** want your child to participate in one or more of the above-listed survey activities that are applicable to your child, you should notify the building principal or designee in writing by no later than [identify the deadline date]. Any parent or guardian may also inspect any of the above-listed surveys, as well as any instructional materials used in connection with such surveys upon request. The building principal or designee shall respond to your request in a timely manner.

Adoption Date:

NOTIFICATION OF CHILD'S PARTICIPATION IN U.S. DEPARTMENT OF EDUCATION-FUNDED SURVEY REVEALING PRIVATE INFORMATION

333-Exhibit

Sample Exhibit 2

Page 1 of 1

(This sample exhibit is drafted to correspond to 333 Sample Policy 1, which follows the minimum PPRA requirements regarding parent consent for surveys that would reveal information in one or more of the eight PPRA-protected categories. Because 333 Sample Policy 2 takes different policy positions (such as that advance, active consent must be obtained before the administration of ANY protected-information survey, regardless of funding), this sample exhibit would need to be adapted before use in connection with the policy approach taken in 333 Sample Policy 2.)

Federal law requires the _____ School District to notify you and obtain written consent before the District requires your child to participate in any survey (including an evaluation) funded in whole or in part by the U.S. Department of Education that reveals information concerning any of the following:

- political affiliations or beliefs of the student or the student's parent or guardian;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or the student's parent or guardian;
- or
- income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

On [identify date of scheduled U.S. Department of Education-funded survey activity], the District plans to administer a [identify name of survey] to [identify who the survey is being administered to]. The survey is intended to [describe what the survey entails and the purpose of the survey]. You may inspect the survey and any instructional materials used in connection with the survey upon request. The building principal or designee shall respond to your request in a timely manner.

Please sign and return the consent form below no later than [identify return date] so that your child may participate in this survey.

Name of Child: _____

_____ **YES**, I give permission for my child to participate in the survey activity described above.

_____ **NO**, I do not want my child to participate in the survey activity described above.

Parent or Guardian Signature _____

Adoption Date:

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

Policy 341.31

Waunakee Community School District

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The School Board directs the administration to implement an instructional program in human growth and development for students in grades insert applicable grades. A student's parent or guardian is entitled to file a written request that exempts the student from participating in the applicable grade-level's human growth and development curriculum. Parent requests for exemptions should be filed with insert the appropriate position(s), e.g., the principal or other designated staff member in the student's school.¹

The insert applicable administrative position, or his/her administrative-level designee, shall have primary administrative responsibility for overseeing the development, maintenance, and implementation of the District's human growth and development curriculum.

- For each grade level, the curriculum specifications shall clearly indicate the portions of the instruction, if any, that will be delivered to students while the students are separated by gender.
- The curriculum materials shall include the grade-level outlines that must be annually provided to the parents and guardians of the students who are in the grades where the instructional program is offered.
- **{Editor's Note: Choose one of the following regarding expectations for school board review and approval of revisions to the human growth and development curriculum. The extent to which the formulation of the curriculum can be delegated without formal board approval is ambiguous under the statutes, and thus the second option presented below involves some risk as to how that legal ambiguity would be resolved, if challenged.}**

"The insert applicable administrative position(s) shall present any proposed significant substantive revisions to the District's human growth and development curriculum to the Board for approval prior to the implementation of the proposed revisions."

OR

"The insert applicable administrative position(s) shall ensure that the Board is given notice of any proposed significant substantive revisions to the District's human growth and development curriculum sufficiently far in advance of implementation so that, upon the request of any Board member, the proposed curriculum revisions can be included and reasonably addressed as an item of business at one or more Board meetings."²

The insert applicable administrative position, or his/her administrative-level designee, is responsible for ensuring that the District provides the state-mandated annual notices regarding

¹ Note that policy 333 also identifies the position to whom parents submit exemption requests. 333 should identify the same position identified here. If any of the human growth and development curriculum is offered for high school credit, you may wish to add the following: *Students exempted from instruction credited toward high school graduation may be required to complete an alternative assignment that is like the exempted instruction in length of time necessary to complete.*

² The highlighted text provides two options for board oversight of substantive revisions to the human growth and development curriculum. The **text highlighted in yellow** directs administration to seek board approval prior to implementation of changes to the curriculum. The **text highlighted in blue** directs administration to give the board prior notice of any proposed changes and allows the board to decide if it will review the curriculum change. Select one of these options and then delete the **Editor's note in green**.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

Policy 341.31

Waunakee Community School District

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this instructional program to parents and guardians. Such notices shall include appropriate information about student exemption procedures.

Human Growth and Development Ad Hoc Committee

The insert applicable administrative position or, in his/her absence, a school principal designated by the District Administrator, shall serve as the chairperson of the District's ad hoc committee on the human growth and development curriculum. As established by state law, the role of the committee is to advise the Board and administration on the design and implementation of the applicable curriculum and to periodically review the curriculum on an advisory basis.

As express exceptions to any conflicting policies that otherwise address ad hoc committees in the District:

- In any school year in which the ad hoc committee will be convened, the chairperson shall propose a list of appointees for the ad hoc committee that is reflective of the membership goals identified in state law. The District Administrator may approve the proposed appointments on behalf of the Board for the then-current iteration of the ad hoc committee.
- An iteration of the ad hoc committee shall be appointed and convened prior to the implementation of any proposed significant substantive revisions to the District's human growth and development curriculum, and no less frequently than at least every at least every 5 years.³
- The chairperson and District Administrator shall notify the Board any time a new iteration of the ad committee is being convened.
- The Board may seek specific feedback from the current iteration of the committee.
- At his/her sole discretion, the chairperson may fill any vacancies that may arise on the committee.
- Unless otherwise directed by the Board, appointments to the committee will terminate and the current iteration of the ad hoc committee shall be considered disbanded upon the delivery of a curriculum review and recommendation report to the Board.
- The report to the Board may note any areas of consensus among the committee members and any areas where no consensus could be reached.
- Meetings of the ad hoc committee will be noticed pursuant to the Open Meetings Law.

Legal References:

³ I did not find any law specifying how frequently the ad hoc advisory committee needs to meet. [Wisconsin Legislature: 118.019\(5\)](#) requires the school board to appoint the committee to review and advise on the curriculum. [Wisconsin Legislature: PI 8.01\(2\)\(k\)4](#), requires schools to review curriculum program modification methods at least once every 5 years. I suggest that the ad hoc committee meet no less frequently than once every 5 years.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

Policy 341.31

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Wisconsin Statutes

[Section 118.01\(2\)\(d\)2.c](#) [mandated instruction in physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body; separate from any formal human growth and development curriculum and subject to a separate parent exemption decision]

[Section 118.01\(2\)\(d\)8](#) [mandated instruction in elementary schools covering 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; separate from any formal human growth and development curriculum]

[Section 118.019](#) [human growth and development instruction]

Wisconsin Administrative Code

[PI 8.01\(2\)\(j\)1](#) [school district standards; general instruction in health education]

Cross References:

WASB PRG 341.31 Sample Policy 1

Adoption Date: 11/8/82

Revised: March 1994
January 2002
May 2005

Policies of the Board of Education

Series 300: Instruction

HEALTH EDUCATION PARENTAL OBJECTION

341.3-Rule

If a student does not take instruction in these health education related subjects as a result of parental objection, the student may not be required to be examined in the subjects and may not be penalized in any way for not taking such instruction. No student may be required to take instruction in physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body if his/her parent files a written objection thereto with the student's teacher.

As the high school health education courses receive credit toward graduation, the school board requires the student to complete an alternative assignment that is similar to the subjects in the length of time necessary to complete.

Cross Ref: 345.5, High School Graduation Requirements/Procedures

Adopted: August 1996

Revised: January 2002

Waunakee Community School District

PROGRAMS FOR STUDENTS WITH DISABILITIES

Policy 342.1

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The School Board recognizes its responsibility to provide an array of programs, interventions, aids, services, modifications, accommodations, and procedural and substantive protections for students with disabilities. The District's legal obligations with respect to students with disabilities arise under various state and federal laws, including but not limited to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and section 118.13 and Chapter 115, Subchapter V of the state statutes. While this policy primarily addresses the District's special education program under the IDEA, the District recognizes that the various state and federal laws create both complimentary and independent rights, protections, and obligations. That is, special education under the IDEA represents only one aspect of the District's comprehensive program for students with disabilities. Further, in order to meet the needs and respect the legal rights of all students with disabilities, the District recognizes that it must not only maintain a comprehensive system of general processes and supports, but also assess each student as an individual and each situation in its unique context.

IDEA Policies, Procedures, and Forms

The Board has adopted a special education policy and procedure manual based on the model prepared by the Wisconsin Department of Public Instruction (DPI), presently [*choose one: "with" or "without"*] District-specific substantive modifications. The Board has also adopted the DPI model special education forms, presently [*choose one: "with" or "without"*] District-specific substantive modifications.¹

The Board delegates to [*identify appropriate administrative position(s) – e.g., the District Administrator and Director of Special Education*] the authority and responsibility to approve and immediately implement such changes to the District's special education policies, procedures, and forms as are necessary to comply with applicable law, including the approval and implementation of DPI-issued revisions to the DPI model policy and procedure manual and model forms. However, any discretionary substantive changes to the District's special education policies, procedures, and forms that deviate from the DPI models and that are not legally mandated shall be presented to the Board for approval prior to implementation.

The [*identify appropriate staff position – e.g., the Director of Special Education*] shall have responsibility for recording, tracking, and reporting to DPI how the District's special education policies, procedures, and forms differ from the DPI models, if at all.

IDEA Programs and Services

Specific education programs and services for students with disabilities under the IDEA shall be determined by the student's individualized education program (IEP) team and based on an assessment of the student's individual needs. To the extent outlined in the student's IEP (and/or as a result of the application of other legal rights), such students shall participate in state or District academic assessments, with or without accommodations, or in appropriate alternate

¹ WASB recommends adoption of the DPI model policies, procedures, and forms manual. If your district's special education handbook is based on something other than the DPI manual this paragraph will need to be modified to reflect the handbook your district is using.

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Waunakee Community School District

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assessments.

The Board delegates to the identify appropriate staff position(s) – e.g., District Administrator and Director of Special Education the authority to designate and maintain a current list of the District employees who are authorized to serve as the local education agency (LEA) representative on District IEP teams and in other special education processes. Such designees include if applicable: "shall be administrators and school psychologist" shall receive periodic training that is specific to serving in that role. To the extent the administration designates an employee as an LEA representative whose current job description does not expressly include that responsibility, the District Administrator shall determine whether the applicable job description should be modified and advise the Board accordingly.

The District may contract with its assigned Cooperative Educational Service Agency, other public school districts, and other qualified persons to provide special education programs and/or services whenever the District determines that such contracting would appropriately meet the needs of the student(s) and otherwise serve as an appropriate means of implementing the special education and related services defined in each student's IEP.

Reports, Audits, and Plans

The District Administrator or his/her designee shall complete and timely submit all special education report forms, audit materials, and District plans as may be required by any state or federal agency in relation to the District's programs for students with disabilities.

Legal References:

Wisconsin Statutes

Chapter 115, Subch. V	[educational programs and services for children with disabilities]
Section 118.13	[student nondiscrimination]
Section 118.30(2)(b)1	[state student assessments; children with disabilities]
Section 121.54(3)	[student transportation; children with disabilities]

Wisconsin Administrative Code

PI 11	[educational programs and services for children with disabilities]
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Federal Laws

Individuals with Disabilities Education Act	[programs and services for students with disabilities]
Section 504 of the Rehabilitation Act of 1973	[disability discrimination; reasonable accommodations]
Americans with Disabilities Act	[disability discrimination; reasonable accommodations]

Cross References:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Waunakee Community School District

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WASB PRG 342.1 Sample Policy 1

Adoption Date: 11/8/82
Revised: 3/94
10/12/98
8/14/00
January 2002

Policies of the Board of Education

Series 300: Instruction

HOMEBOUND INSTRUCTION

342.2

There are two types of homebound instruction: homebound instruction for regular education students and homebound instruction for students with disabilities.

Homebound instruction for regular education students may be provided **at the discretion of the Board of Education for students** who are unable to attend school for thirty continuous school days or more due to mental or physical illness or injury.¹ The student's parent/guardian should address such a request to the Director of Special Education. Written documentation from the student's physician will be required.

Homebound instruction for students with disabilities who are unable to attend school **for thirty continuous days or more**² due to mental or physical illness or injury shall be provided in accordance with legal requirements and the District's established referral and IEP procedures as outlined in Special Education Handbook. Homebound requests for IEP consideration should be addressed to the Director of Special Education. Written documentation from the student's physician will be required.

Legal Ref.: Sections 118.15(1)(d)(5) Wis. Statutes
115.79(4)

Cross Ref.: Special Education Handbook

Adopted: 11/8/82

Revised: 1/11/88
March 1994
January 2002
February 2010

Waunakee Community School District

¹ If your school board does not approve of individual requests for homebound instruction of regular education students, you should delete the highlighted language.

² This policy and the 30-day requirement in the third paragraph could be read to pre-empt some authority of an IEP team. Consider revising.

Services/Programs for English Learners

342.7

The Waunakee Community School District shall provide appropriate programs and services for students who are identified as English learners (EL) and are enrolled in District schools. The purpose of these programs and services will be to help students acquire English language skills that will enable them to benefit from the instructional program at the Waunakee Community School District (WCSD) and to meet established academic standards.

If a sufficient number of English learners from the same language group are identified, bilingual-bicultural programs and services must be offered. Once state requirements are met, these programs and services are provided as required by State Law.

Students with English learning (EL) needs shall be identified according to WCSD English Learner identification guidelines, which are in accordance with the processes identified in the *Wisconsin Department of Public Instruction English Learner Policy Handbook* and state law. Once identified, English learners shall receive an English proficiency level. Service delivery shall be determined after careful data analysis to identify student needs. The degree of curricular and instructional modification and accommodation, type of supportive services and their duration shall be individually determined based on student needs. Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. English learners shall be provided with full access to supportive services available to other students in the District.

Parents/guardians of English learners shall be notified of the students' English language assessment results and of educational programs and services available to help their child improve their English language skills and academic achievement. Parents/guardians of English learners will be provided a Notification of Service Delivery and Parental Rights, which is reviewed on an annual basis. Parents/guardians will be notified when/if changes in service delivery are made. Notifications shall be provided in the parent/guardian's native language to the extent possible. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent or guardian understands them.

English learners shall be assessed academically in accordance with legal requirements and established District procedures. Decisions regarding the administration of statewide academic assessments to English learners, including any testing accommodations, shall be made according to State and District guidelines on a case-by-case basis. The results of statewide and District academic assessments and alternative assessments shall be used consistent with District policies in making programmatic decisions. Academic assessment results may not be used as the sole criterion to re-classify an English learner from an English as a second

language or bilingual-bicultural education program or to determine if grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education responsibilities.

The English language proficiency of English learners shall be assessed annually according to Federal and State requirements. Reclassification/exiting decisions shall also be made according to WCSD procedures that are aligned in the Wisconsin Department of Public Instruction *English Learner Policy Handbook*.

Procedure:

Enrollment Procedure:

1. All new students are required to register at the Waunakee Community School District Registrar's office, 905 Bethel Circle, Waunakee. All families must provide proof of residency and complete a student enrollment form and a Home Language Survey for each student.
2. Answers to questions on the Home Language Survey will determine the need for English language proficiency screening.

English language proficiency screening and identification procedures shall be conducted according to WCSD procedures, which are aligned to the *Wisconsin Department of Public Instruction English Learner Policy Handbook*.

Having another language spoken in the home or in another setting is not an automatic identification of a student as having English language learning needs.

Programming and Progress Monitoring:

1. English Learner (EL) teaching staff provide support for English learners under a variety of service models. Services are defined in the Notification of Service Delivery and Parental Rights and require consent of parent/guardian.
2. EL teachers and general education teachers will monitor progress of current English learners including two years after English learners have exited programs and services. Staff will meet with parents/guardians and students when students are not making expected progress. If during that time, it is determined that the student was exited from the EL program prematurely, the student shall be placed back in the program.
3. If an English learner is suspected of having special education needs, all required procedures for screening and evaluation under the District Multi-Level Systems of Support (MLSS) process and the Individuals with Disabilities Education Act (IDEA) apply. A consideration in determining eligibility for special education services will be the student's patterns of language acquisition and whether or not they are typical of bilingual learners. The EL staff shall collaborate with special education and student services staff

in order to determine whether or not assessments should be conducted in languages other than English.

LEGAL REF: 115.95 Wisconsin Statutes
115.96 Wisconsin Statutes
115.97 Wisconsin Statutes
118.13 Wisconsin Statutes
118.30 Wisconsin Statutes
121.02(1)(r) Wisconsin Statutes
212.02(1)(s) Wisconsin Statutes
PI 8.01(2)(r) Wisconsin Administrative Code
PI 14 Wisconsin Administrative Code
Elementary and Secondary Education Act Part A-Subpart 1
Title III of the Elementary and Secondary Education Act
34.C.F.R. 200.06(f)

CROSS REF: 310 Instructional Goals
342.1 Programs for Children with Disabilities
342.3 Title I Comparability
345.1 Grading Systems
345.4 Promotion/Retention of Students
345.5 High School Graduation Requirements/Procedures
346 Student Assessment Program
411 Equal Educational Opportunities
420 School Admissions
422 Admission of Non-Resident Students

Adopted:
June, 2022

Section 504 Plans and Services for Students with Disabilities

Waunakee Community School District

Policy 342.8

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

To meet its obligations under Section 504, the District shall:

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

The **Special Education Director** is the District's designated Section 504 Coordinator. The Coordinator shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

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

Section 504 Plans and Services for Students with Disabilities

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a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator or, if the Section 504 Coordinator is temporarily unavailable or if the complaint in question involves any alleged improper conduct by the Coordinator, the ~~insert position consistent with any similar designation made in Policy 411= e.g., District Administrator~~.

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

Relationship between Section 504 and the IDEA. Section 504 and the IDEA are related but distinct laws. For example, a student with a disability who is not eligible for special education or related services under the IDEA may have rights to receive certain aids, services, modifications, or academic adjustments under Section 504. Further, even in the case where a student with a disability does not need any special education or related services, or any modifications to the District's policies, procedures, or practices, the student remains protected by the general nondiscrimination provisions found within Section 504, Title II of the Americans with Disabilities Act, state law, and District policy.

Relationship between Section 504 and pre-referral intervention strategies. The Board encourages the identification and use of individualized interventions that address the unique needs of a student. A regular education intervention plan can be appropriate for any student who does not have a disability, and who is not suspected of having a disability, but who is facing challenges in school. However, such pre-referral assistance and interventions must not be intended to impede or to serve as a substitute for necessary referrals, evaluations, and eligibility determinations under the IDEA and/or Section 504.

Legal References:

Wisconsin Statutes

[Section 118.13](#) [student discrimination prohibited]

Wisconsin Administrative Code

Section 504 Plans and Services for Students with Disabilities

Policy 342.8

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[PI 9](#) [student nondiscrimination]

Federal Laws

[Section 504 of the Rehabilitation Act of 1973](#) [disability discrimination; reasonable accommodations]

[Individuals with Disabilities Education Act](#) [programs and services for students with disabilities]

[Title II of the Americans with Disabilities Act](#) [disability discrimination; reasonable accommodations]

Cross References: WASB PRG Sample Policy 1

Adoption Date:

DISTRICT DAY CARE PROGRAMS

342.89

The Board of Education recognizes the value of extended day care programs for school-age children and their parents. Therefore, the Board will cooperate with day care providers in making facilities available for before and after school day care opportunities in the District.

Day care providers shall be permitted to administer a before and after school day care program in a primary/elementary school within the District under the following conditions:

- 1) There is reasonably available space within the primary/elementary school.
- 2) Before and after school services are available only to primary/elementary students within the primary/elementary school boundaries.
- 3) The District is not responsible for providing transportation to or from the before and after school day care program.
- 4) The day care providers have submitted a written request to the Board in accordance with state law which includes: the name of the primary/elementary school, the number and ages of the students to be served, and the time the provider intends to operate the program. In addition, the request must include assurances that the day care provider will be responsible for actual incremental costs, will be liable for any damages incurred, and will not provide religious instruction or permit religious practices to be conducted during the day care program.
- 5) Day care providers will meet the standards for licensed day care centers established by the Department of Health and Family Services.
- 6) Applications of day care providers must be received by the superintendent's office by April 1st, annually.
- 7) A contract will be written on an annual basis allowing the District to adjust for enrollment changes and room space availability.
- 8) Contracts will follow the terms and conditions of the Board's rental policy.
- 9) The providers will hold the District harmless from any liability, claim, or damages caused by the acts or omissions of the provider and will acquire adequate liability insurance, as determined by the District, to be in effect throughout the term of the contract.
- 10) Requests for consideration by day care providers will come to the Board through the superintendent.

- 11) Nothing in the contract will prohibit the District from permitting other day care providers to provide services to students in the same building during the same time.
- 12) Additional criteria to be considered in the selection of day care providers will be:
 - a. provider's experience/length of service in years
 - b. the ratio of employees to children
 - c. the credentials of and recommendations provided by the provider
 - d. program model, activities and goals
 - e. submittal of a self-evaluation survey by the provider
 - f. provider's ability to meet District requirements as outlined in this policy
 - g. the fee schedule to be charged by the provider
- 13) A screening committee appointed by the superintendent will interview and investigate potential providers and make a recommendation to the superintendent and Board. The committee membership will represent administrators, parents, primary and elementary teachers.

Day care providers shall enter into a written agreement with the Board in accordance with state laws and regulations. The agreement can be terminated with thirty days notice by either party.

Legal Ref.: Sections 120.125, 120.13(14) Wisconsin Statutes
HFS 55.50 - 55.51, Wisconsin Administrative Code

Cross Ref.: 342.8-Rule, Basic Responsibilities of Before and After School Day Care Programs
830, Public Use of School Facilities

Adopted: 5/11/92

Revised: March 1994
January 2002

Waunakee Community School District

**BASIC RESPONSIBILITIES REGARDING BEFORE AND AFTER
SCHOOL DAY CARE PROGRAMS**

342.8 9-Rule

A. Responsibilities of the Board of Education

1. Formally resolve to use school facilities as specified in policy for day care.
2. Arrange to lease school facilities in keeping with the Board's use of school facilities policy.
3. Establish procedures and criteria for Board approval of all programs to be provided by the provider.
4. Select suitable program sites.
5. Compose, in cooperation with the program providers, a joint agreement regarding the day to day operation of day care program(s). This agreement would include references to:
 - a. Working relationship between a Board-designated person and the program coordinators;
 - b. Board's provision of all necessary utilities (including phone access), maintenance and custodial coverage;
 - c. Schedule of payment to the District for use of facility.
 - d. Any duties of school personnel such as principals or secretaries that may result from such a program;
 - e. The rooms or spaces that may be used by the program (including storage) and the extent to which exclusive or shared use would be possible;
 - f. Those items of school equipment that may be used; and
 - g. Setting the program calendar and meshing it with the school's schedule of student and non-student days.
6. Provide a representative to any advisory committee(s) formed by the program providers.

B. Responsibilities of the Program-Providing Agency

1. Establish and carry out all staffing procedures including:
 - a. Overall coordination of staff;
 - b. Screening and securing staff; and
 - c. Setting pay and fringe benefits.
2. Monitor all financial matters including:
 - a. Establishing student fees including variable rates and scholarships;
 - b. Developing the annual budget;
 - c. Determining options for supplementary funding; and
 - d. Purchasing materials and supplies.
3. Comply with all state regulatory requirements of the dealing with:
 - a. Student-staff ratio;
 - b. Group size;
 - c. Space/student allocations;
 - d. Equipment;
 - e. Staff qualifications;
 - f. Records maintenance;
 - g. Insurance; and
 - h. Health requirements (such as immunizations).
4. Establish procedures for collection of student fees and follow-up on unpaid charges.
5. Establish procedures on day to day administration and operation of the program including:
 - a. Promotion and publicity (including phone listing);
 - b. Hours and days of operation;
 - c. Transportation policies and pick up expectations for parents/guardians;
 - d. Age requirements;
 - e. Attendance policies;
 - f. Student conduct;
 - g. Off-site activities such as field trips;
 - h. Offering food options; and
 - I. Making parent/guardians contacts.
6. Develop a program philosophy and curriculum build around academic assistance and recreation.
7. Arrange to keep the Board regularly apprised of the program's development, changes, and usage.

Adopted: 5/11/92
Revised: March 1994
January 2002

Waunakee Community School District

RECORDING OF IEP AND SECTION 504 MEETINGS

342.14 **0** (New)

It is the goal of the Board of Education to conduct meetings held pursuant to the Individuals with Disabilities Education Improvement Act and Section 504 of the Rehabilitation Act of 1973, as well as other meetings between district employees, parents/guardians, and students, that promote a free and open exchange of information between the participants in order to successfully identify student educational needs and the selection of the appropriate educational services. The Board believes that a discussion format that leads to a cooperative effort between meeting participants fosters positive outcomes that are in the best interest of the student and builds trust between district employees and parents/guardians. Accordingly, the Board adopts the following policy and procedures with regard to the audio and visual taping of IEP and Section 504 meetings.

Accordingly, the use of audio, visual, and other recording devices at IEP and Section 504 meetings, as well as other meetings between district employees and parents/guardians, shall be prohibited.

Exceptions to this prohibition may be made when a parent/guardian, student, or employee is a qualified person with a disability under Section 504 or has a language barrier that prevents his or her access to or meaningful participation at such meetings and recording of such meeting is selected as a reasonable accommodation to ensure equal access and participation at the meetings.

In accordance with its obligation under Section 504, the School District administrators shall consider a student/parent/guardian request to record IEP or Section 504 student meetings by using the following procedures:

1. The student/parent/guardian requesting to record meetings (“Requestor”) shall provide written notice to the building administrator that he or she requests permission to record the meeting.
2. A request to record a meeting shall be made at least two weeks prior to a meeting.
3. The Requestor shall state the reason for the request. The administrator shall deny any requests based on reasons inconsistent with this policy.
4. The Requestor shall provide documentation from a qualified professional sufficient for the administrator to determine that the Requestor (1) is a qualified person with a disability; or (2) has a language barrier, that qualifies him or her for a reasonable

accommodation of the meeting format to ensure his or her participation at the meeting. A qualified person with a disability is one who has a mental or physical impairment that substantially limits his or her ability to perform a major life activity.

5. The administrator, with the assistance of the District's Section 504 Coordinator or other designee, shall schedule and conduct an interactive meeting with the Requestor to discuss the Requestor's eligibility for an accommodation of the meeting format and explore alternatives for a reasonable accommodation of the meeting format based on the Requestor's disability or linguistic characteristics.
6. Insufficient or no documentation of the Requestor's eligibility for a reasonable accommodation of the meeting format shall result in a denial of the request to record the meeting(s).
7. Confidentiality. If the School District audio or video records the meeting, it will maintain the recording as part of the student's educational record and accord the recording the same measure of confidentiality as any other educational record pursuant to the Family Educational Rights and Privacy Act (FERPA) and Wisconsin Statute section 118.125 and any other applicable state or federal statute.

Legal References: Individuals with Disabilities Education Improvement Act (IDEA)
 Section 504 of the Rehabilitation Act of 1973 (as amended)
 Americans with Disabilities Act
 Family Educational Rights and Privacy Act
 Wis. Stat. 118.125

Cross References: 342.1 Programs for Students with Disabilities
 411 Equal Educational Opportunities

Date of Adoption: May 2016

MIDDLE SCHOOL CLASS LOAD/COURSE SELECTION

343.1

- Normal Load

Every student in middle school shall schedule at least six periods of classes in a typical eight period day. No student shall have more than two study halls in a day. However, each student shall have at least one study hall every other day.

The principal has the discretionary authority to approve changes/drops of elective classes at any time for unusual circumstances. He/She may also allow a student to have more than two study halls or less than one every other day for unusual circumstances.

Children with disabilities (CWD) and At-Risk students (as identified by the school referral and evaluation process) may have their programs modified from the required six periods of classes per day. These modifications shall be detailed in the student's IEP (Individual Education Plan) or At-Risk plan.

- Selecting/Dropping Elective Classes

Each student in the middle school shall take the required classes established by the district and select from a number of electives to meet and maintain the minimum number of class periods per day outlined above.

Parents/Guardians shall be involved in the selection of their child's elective classes. Elective course requests shall contain a parent/guardian signature. Requests shall be made within the timeline established by the building principal. Once class assignments are made (normally in the spring of the preceding school year) changes in electives must be submitted in writing with the reasons for the requested changes. Changes in selected electives shall be granted effective at the semester after a discussion of the change with the building principal/guidance counselor. Changes are at the principal's discretion and will only be considered if space is available in another class and the student would meet all the requirements for taking the class.

Legal Ref.: Section's 120.12(2) Wisconsin Statutes
120.13

Adopted: 2/12/96

Revised: January 2002

Waunakee Community School District

Policies of the Board of Education

Series 300: Instruction

CLASS SIZE

343.2

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

Legal Ref.: Section 120.12(2) Wisconsin Statutes

Cross Ref.: 343.2-Rule, Class Size Guidelines

Adopted: 2/13/84

Revised: March 1994
January 2002
April 2012

Waunakee Community School District

CLASS SIZE GUIDELINES

Recommended class sizes, other than special education classes, **online classes, bilingual classes, English learner classes**, shall be:

	<u>Maximum Size</u>	<u>Optimum Size</u>	<u>Minimum Size</u>
K-2	22	20	15
3-6	25	23	15
7-12 Lab Classes	24	22	15
7-12 Non-Lab Classes	30	25	15
Modified Regular Classes	21	16	*
Recover/At-risk Classes	12	8	*

*Per discretion of the superintendent.

Any class that falls three (3) students above the maximum or below the minimum size will need prior approval from the superintendent and any class with less than 12 ~~excluding Sprouts~~ students or more than 28/33 students will need approval from the ~~Board of Education~~ **District Administrator**.

The following considerations will be used when making decisions:

- 1) Consideration will be given to those courses which are sequential in nature, such as Spanish I, II, III, and IV.
- 2) If assistant time would improve the instruction of the class.
- 3) Characteristics of special classes or special needs of students, such as vocational courses, advanced mathematics or science courses, or small group music instruction.
- 4) Attitude assessments of the community, local traditions, and current status of public opinion.
- 5) Current and projected enrollment. (Class size might be low one year and projected to be higher the next year).
- 6) The Board recognizes that these are guidelines and special circumstances or financial considerations may require class sizes even greater than the maximum or less than the minimum. Specific classes may be approved that are less than the minimum or greater than the maximum.
- 7) Modified regular classes – these classes would be open to identified students who need modifications in pacing, delivery, or depth of content in the particular curriculum.
- 8) Recover/At-risk classes – these classes are solely intended for the population of the student body who would not be eligible to graduate on time because of credit shortages.

Adopted: 2/13/84

Revised: March 1994
4/13/98
July 2004
April 2012

Waunakee Community School District