

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

Thursday, November 17, 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**

A. Policy 342.5 Title 1 Programing **6**

Policy 342.5 Rule Title 1 Parent and Family Engagement Policy Guidelines
Consider PRG versions as revised.

B. Policy 342.11 Independent Educational Evaluations **13**

Policy 342.11 Rule Independent Educational Evaluation Procedures and
Criteria

Consider PRG versions as revised.

C. Policy 343.45 Technical College Course Program **21**

Policy 343.46 Early College Credit Program

Consider PRG versions as revised.

D. Policy 343.5 Tutoring Services

29

Consider keeping current policy as reviewed.

E. Policy 344 Adult Education

30

Consider for Repeal

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.”

Policy organizer template
 Waunakee Community School District

Propos	Title	Current policy code	WASB recommendation	WASB Comment (if any)	First Review Ed Serv./Admin	2nd Review
342.5	Title I Programming	342.3	Replace 342.3 with PRG 342.5 Sample Policy 1 and recode	Your current policy does not meet requirements of ESSA/ESEA amendments from 2015.	Use Targeted Assistance Model Add Dir. Of Elem. C&I	During the review with Chairperson Frey, there were no suggestion for changes from the administration review for all policeis in this section.
342.5	Title I Parent and Family Engagemnt Policy Guidelines	348	Adopt PRG 342.5 Sample Rule 1.	Existing Policy 348 (Title I Parent involvement) should be reviewed in light of the 2015 ESSA/ESEA amendments related to "family engagement" (i.e., parent involvement). The document does not appear to be a board policy as much as the output of the parent involvement process, and, therefore, may be better placed as an exhibit under a general Title I policy under topic 342.5 348 is 9 years old and likely needs to be updated to comply with 2115 amendment requirements.	Add Principal & Dir. Of Elem. C&I pg 2,3,4,5 No yellow last paragraph Dir. Of Elem. C&I	3

342.1	Independent Educational Evaluations	342.12	Replace 342.12 with PRG 342.11	Your current policy is similar to the PRG policy and is acceptable, but is replaced to align with PRG samples for updating purposes. WASB codes this policy 342.11 which conflicts with your recording of IEP and Section 504 meeting policy code.	Add Dir of Spec. Ed	
342.11 Rule	Independent Educational Evaluation Procedures and Criteria	342.12 Rule	Replace 342.12 rule with PRG 342.11 rule	I incorporated some of the language from your current rule into the PRG sample. Note the coding issue addressed above.	Add Dir of Spec. Ed Cking on Adv. Notice Language Keep Red Bullets Cost \$500- 2000 Looking for clarification of area to find eval.	4
343.5	Technical College Course Program ("Start College Now")	343.4	Replace 343.4 with PRG 343.45 Sample Policy 2 and 343.46 Sample Policy 1		Add HS Principal, Dir of 2ndary C&I & School to Work Coord. Pg 1 #3 no yellow Pg 2 BOE P3 Shall & Max 18 Pg 4 PI40.06 language	

343.5	Early College Credit Program	343.4	Replace 343.4 with PRG 343.45 Sample Policy 2 and 343.46 Sample Policy 1		Same as above	
343.6					Add HS Principal, Dir of 2ndary C&I & School to Work Coord. Pg3 Via the normal payment practices established by School Dist. No B Pg 4 Max 18 no Yellow	5
	Tutoring services	343.5	Keep current Policy	The PRG does not include a sample for this policy. WASB coding uses 343.5 for virtual schools and online learning. Consider recoding (We would code this 356) if you have a separate policy covering virtual schools and online learning as you might wish to code that policy 343.5.	Keep as is	
344	Adult Education	344	Keep current Policy	This policy appears to be limited to only "adult education" courses offered through Fund 80 under 120.13(19). It does not address the possible admission of student over age 20 to school. If you want a sample covering admission of students over age 20, see PRG 425.	Repeal	

In an effort to help students master challenging curricula and meet high academic standards, the District participates in the federal Title I program.

The District schools that participate in the Title I program use ~~insert whichever of the following choices most accurately describes the service delivery model used in the district: "the school-wide model," or "the targeted-assistance model," or "either the school-wide model or the targeted-assistance model, depending on the school's specific Title I plan structure."~~¹

The ~~insert relevant position(s)–Director of Elementary Curriculum and Instruction e.g., District Administrator, in coordination with the District's designated Title I Coordinator~~ shall have overall responsibility for monitoring both the success of the District's Title I programming and the District's compliance with the various legal requirements that apply to participation in the Title I program. The administration's oversight responsibilities in regard to the Title I program include the following:

1. Ensuring District-level involvement in the planning, delivery, and regular evaluation of the Title I programs and services at individual schools. This includes ensuring that school-based plans, goals, and service initiatives are complementary to District-level plans, goals, and initiatives.
2. Ensuring the appropriate development, maintenance, dissemination, and periodic updating of a District-level Title I parent and family engagement policy, and verifying that the corresponding school-level parent and family engagement policies and compacts are in place.
3. Ensuring the establishment and implementation of procedures for providing parents and guardians with the various notifications required under the federal Title I laws and regulations, including an annual notification of this policy.
4. Structuring opportunities for the District to appropriately coordinate and collaborate with private schools and other entities providing educational services (e.g., early childhood development programs) in the community.
5. Providing the fiscal and operational planning and direction needed to ensure, to the extent required by federal law and applicable to the District, that there is an appropriate degree of intra-District comparability in teacher compensation and in the teachers, administrators, support personnel, curriculum materials, and instructional supplies that are provided to particular grades or schools.
6. Ensuring the appropriate documentation and reporting structures are in place to:
 - a. Monitor key compliance factors such as the District's maintenance of fiscal effort, the "supplement and not supplant" restrictions on the use of federal Title I funds, and, to the extent applicable, the intra-District comparability-of-service requirements established under federal law.

¹ Your current policy does not indicate if your district has selected the school-wide or targeted-assistance school-delivery model. Edit as appropriate.

- b. Facilitate the timely completion and submission of state and federal reports, applications, or other information that may be required or requested by state or federal officials in connection with the District's participation in the Title I program.
- c. Appropriately track the allocation, distribution, and expenditure of Title I funds.

Legal References:

Federal Laws

20 U.S.C. Sec. 6312	[local educational agency Title I plans; includes expectations regarding teacher and paraprofessional qualifications and annual notice requirements]
20 U.S.C. Sec. 6313	[eligible school attendance areas]
20 U.S.C. Sec. 6314	[school-wide Title I programs]
20 U.S.C. Sec. 6315	[targeted-assistance Title I schools]
20 U.S.C. Sec. 6318	[parent and family engagement]
20 U.S.C. Sec. 6320	[participation of children enrolled in private schools]
20 U.S.C. Sec. 6321	[fiscal requirements]
20 U.S.C. Sec. 6322	[coordination requirements]

Federal Regulations

34 C.F.R Part 200	[federal Title I regulations]
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Cross References:

WASB PRG 342.5 Sample Policy 1

Adoption Date: February 2009

Revised Date: XX, 20XX

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY GUIDELINES

342.5-Rule

Waukegan Community School District

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The District recognizes the importance of parent and family engagement in children's education. Therefore, the District shall provide appropriate opportunities for parents and family members to become involved in the design and implementation of the District's Title I Program activities and, more generally, in improving the academic achievement and school performance of their children. As used in these policy guidelines, "parent(s)" shall be understood to include a student's legal guardian(s) where applicable.

The federal Title I laws and regulations required that these District-level parent and family engagement policy guidelines, along with any school-level supplementary guidelines, shall be developed jointly with, agreed on with, and distributed to parents and family members of participating students.

District-Level Parent and Family Engagement Guidelines and Initiatives

At a District level, under the leadership and direction of the insert the title of the appropriate central office administrator – Director of Elementary Curriculum and Instruction e.g., District Administrator or Director of Student Services or District's designated Title I Coordinator and the building principals, the District shall:

1. Involve parents and family members in the planning, review, and improvement of the District's Title I Program Plan.
 - a. Such parent and family member participation shall occur through multiple mechanisms that may include surveys, representation on applicable work teams, and, as may be applicable, participation in school-based or District-based meetings that serve an advisory function related to the Title I Program and its goals.
 - b. If the District's Title I Program Plan is not satisfactory to the parents or family members of participating children, the District shall submit any parent or family member comments about the Program Plan to the State when the Plan itself is submitted.
 - c. An annual review of the District's Title I Program Plan will be conducted each spring and may include an analysis of state and local assessment data, a review of grade level needs and of the services provided, survey data, and a summary analysis of the effectiveness of Title I services.
2. Involve parents and family members in an annual evaluation of the content and effectiveness of these District-level parent and family engagement policy guidelines. Insert any statement that may help to operationalize this expectation at the local level. The evaluation shall focus on:
 - a. the extent to which existing parent and family engagement strategies and activities aid in improving student achievement and the academic quality of the schools;
 - b. identifying barriers to greater participation by parents in parent and family engagement activities, with particular attention given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;

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- c. identifying the needs of parents and family members to assist with the learning of their children;
 - d. identifying strategies to support successful school and family interactions; and
 - e. identifying possible changes to the strategies being used to implement the District's parent and family engagement policy guidelines and, if necessary, recommended revisions to the policy guidelines.
3. Include parents and family members in the planning of specific parent and family engagement activities.
 - a. In connection with Title I schools, such parent and family input may be obtained through both District-level and school-level meetings and other initiatives.
 - b. Parents and family members of children receiving Title I services shall also be involved in decisions about the use of any Title I funds reserved to carry out parent and family engagement activities. Priority must be given to high-need schools. Use of the Title I reserved funds must include the funding of at least one of the following activities:
 - Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent and family engagement strategies. These professional development activities may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
 - Supporting programs that reach parents and family members at home, in the community, and at school.
 - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - Collaborating, or providing sub grants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
 - Engaging in any other activities or strategies that the district determines are appropriate and consistent with the district's parent and family engagement policy.
 - ~~c. *[Insert any statement that further operationalizes this expectation at the local level.]*~~
4. Provide coordination, technical assistance and support to school personnel regarding parent and family involvement and communication strategies and activities to improve student achievement and school performance.
~~*[Insert any statement that further operationalizes this expectation at the local level.]*~~
5. Build the schools' and parents' and family members' capacity for parent and family engagement by:
 - a. Providing parents and family members with information on state academic standards, the school curriculum, student assessments, monitoring their child's progress, and working with their child's educators to improve achievement.

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[Insert any statement that further operationalizes this expectation at the local level.]

- b. Providing materials, training, and other resources to help parents and family members work with their children to improve academic achievement.

[Insert any statement that further operationalizes this expectation at the local level. For example: "Resources will be provided in newsletters or other similar communications, through the school library, through the school/district website, and via parent/family education nights. One focus of such resources and training will be assisting parents to use the parent portal to the District's student information system."]

- c. Providing teachers, student services personnel, principals, and other staff with professional development resources/opportunities that address the value and utility of the contributions of parents and family members to school activities and student learning; how to reach out to, communicate with, and work with parents and family members as equal partners; implement and coordinate programs for parents and family members; and build ties between parents and family members and the school.

[Insert any statement that further operationalizes this expectation at the local level.]

- d. Coordinating school-sponsored parent and family engagement activities with other community initiatives including the following: *[identify some of the specific activities or initiatives such as Head Start, after school programs, early childhood programs, parent-teacher organizations, etc.,]*

- e. Providing information and notices related to programs, meetings, and activities to parents and family members in an understandable format, and, where practicable, in a language that they can understand.

[Insert any statement that further operationalizes this expectation at the local level.]

- 6. Ensure that District-level and school-level personnel advertise specific opportunities for parent and family member involvement, engage in outreach activities, and structure specific parent and family member opportunities in a manner intended to encourage and facilitate the full involvement and participation of parents and family members who are at a socio-economic disadvantage, have a disability, have limited English proficiency, or have limited literacy.

[Insert any statement that further operationalizes this expectation at the local level.]

School-Level Parent and Family Engagement Plans and Activities

As District-wide expectations, ALL schools (even those schools that are not designated as Title I schools) and ALL specialized programs (e.g., alternative education programs) shall:

1. Incorporate within the school/program improvement planning process goals and initiatives that focus on encouraging and facilitating parent and family engagement.
2. Involve parents and family members in regular, two-way, and meaningful communication addressing student achievement through formal mechanisms (e.g., report cards and

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progress reports, parent-teacher conferences, school and classroom newsletters, etc.) and through less formal communications (e.g., telephone contacts, notes sent to parents, updates provided through the student information system, etc.). The communication channels established between the schools and parents and family members are intended to ensure that:

- a. parents and family members play an integral role in assisting their child's learning;
- b. parents and family members are encouraged to be actively involved in their child's education;
- c. parents and family members are full partners in their child's education and are included, as appropriate, in decision making that involves the education of their child; and
- d. District personnel respond in a timely and reasonable fashion to parents' and family members' reasonable requests for information or for meetings to address concerns and decisions relating to their child's education.

In addition, each school designated as a participating Title I program school shall also:

1. Develop jointly with the parents of students participating in the Title I Program (and then implement and monitor) written school-level parent and family engagement guidelines that supplement and complement these District-level guidelines and that include at least the following:
 - a. A list of any additional, specific, school-based means for carrying out any of the capacity-building strategies identified in section 5 (above, within the list of District-level Guidelines and Initiatives); and
 - b. A "School-Parent Compact" that outlines how parents, school personnel, and students share responsibility for the student's achievement and growth, and that identifies the means by which the school and parents will build and develop a partnership focused on enabling student achievement. **{Editor's Note: Examples of the "School-Parent Compact" required under subsection (d) of [20 U.S.C. § 6318](#) are available in the Wisconsin Department of Public Instruction's [Title I Family Engagement Resources](#).}**¹
2. Schedule and hold (at a minimum of two different times) an annual fall meeting for parents and family members at which a representative of the school shall provide parents and family members with an overview of the school's participation in Title I, the parent and family engagement components of the Title I Program, and the rights of parents and family members under Title I. This annual meeting regarding the Title I program shall also serve as an opportunity to present information to parents and family members regarding academic standards, the school curriculum, the methods of student assessment, and the means of monitoring their child's progress.

¹ I highlighted this editor's note rather than deleting it. Samples of school-parent compacts can be found on the link to the DPI Title I Family Engagement Resources. The school-parent compact might be an exhibit associated with this rule.

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3. Working in coordination with District-level initiatives, involve parents and family members in the planning, review, and improvement of the District-level Title I Program Plan and any school-specific Title I programming and parent and family engagement activities. When such planning and evaluation activities occur in connection with school-wide processes, school personnel shall monitor and attempt to encourage the representative participation of parents and family members of children who are participating in Title I programs. [Insert any statement that further operationalizes this expectation at the local level.]

The implementation of these parent and family member policy guidelines at the school level shall be under the leadership and direction of the building principal, with support and assistance provided by the [insert the title of the appropriate central office administrator Director or Elementary Curriculum and Instruction – e.g., District Administrator or Director of Student Services or District's designated Title I Coordinator].

Cross Reference: WASB PRG 342.5 Sample Policy 1

Adoption Date:

INDEPENDENT EDUCATIONAL EVALUATIONS (IEEs)

Policy 342.11

Waunakee Community School District

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Subject to applicable laws and regulations and the District's special education policies and procedures, the parent (or legal guardian) of a child with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), or of a child who is suspected of having an IDEA disability, generally has the right to obtain an independent educational evaluation at public expense if the parent disagrees with a completed evaluation that has been conducted or obtained by the District.

When the District is responsible under the IDEA for the education of the child in question, "independent educational evaluation" (IEE) means an evaluation conducted by a qualified examiner who is not employed by the District. While the parent generally has the right to select the evaluator for an IEE, the evaluation obtained by the parent must meet the District's established evaluation criteria for IEEs. To the extent consistent with the parental right to an IEE and subject to any exceptions that are made based on a demonstration of unique circumstances, the criteria under which an IEE is obtained must be the same as the criteria that the District uses when it initiates an evaluation for the same purpose.

A parent is entitled to only one IEE at public expense for any District-arranged IDEA evaluation with which the parent disagrees. However, a parent may always obtain an educational evaluation for his/her child at his/her own cost. If a parent presents the results of a non-publicly funded evaluation to the District, the District shall, to the extent required by and consistent with applicable law, consider the results in connection with decisions made with respect to the child.

The insert applicable position title, e.g., Director or Special Education ~~Special Education Coordinator~~, in consultation with the District Administrator and other staff as needed, shall have primary administrative responsibility for the following:

1. Ensuring that the District has appropriate procedures in place for receiving and responding to parent notifications that the parent is seeking an IEE at public expense.
2. Ensuring that the District develops, maintains, and appropriately provides to parents, information about where an IEE may be obtained and the District criteria applicable to IEEs.
3. Overseeing the District's response to any actual parent notification that the parent is seeking an IEE at public expense.

In situations where the individual with a disability has reached the age of 18 and has not been adjudicated incompetent under state law, the adult student with a disability (or suspected disability) stands in the place of the parent for purposes of this policy and any related procedures, except that the District shall provide notices related to IEEs to both the parent and the adult student to the extent required by law.

Legal References:

Wisconsin Statutes

INDEPENDENT EDUCATIONAL EVALUATIONS (IEEs)

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[Chapter 115, Subch. V](#)
[Section 115.792\(3\)\(b\)1](#)

[educational programs and services for children with disabilities]
[notice of procedural safeguards to include right to independent educational evaluation]

[Section 115.80\(1\)\(b\)](#)

[district authority to file for a hearing to contest the payment of an independent educational evaluation]

[Section 118.13](#)

[student nondiscrimination]

Wisconsin Administrative Code

[Chapter PI 11](#) [educational programs and services for children with disabilities]

Federal Law

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

[34 C.F.R. §300.502](#) [federal regulation on independent educational evaluations]

Cross References:

342.11-Rule, Procedure to Obtain an Independent Educational Evaluation at Public Expense

342.1, Programs for Students with Disabilities

411, Equal Educational Opportunities Special Education Policy and Procedure Handbook

WASB PRG Sample Policy 1

Adoption Date: August 2019

Revised: XXXX, XXXX

INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES AND CRITERIA

Policy 342.11 Rule

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(This sample rule addresses general procedures and local criteria for independent educational evaluations (IEEs) under the Individuals with Disabilities Education Act (IDEA). One reason to develop local policies and procedures related to IEEs is that school districts may contest payment for the costs of an independent educational evaluation that does not satisfy the district's established evaluation criteria. However, such criteria must be identified and communicated to the parent. In addition, any local criteria for IEEs must be consistent with (1) any other special education policies and procedures that the district has adopted, and (2) the criteria that apply to the IDEA evaluations that are initiated or obtained by the district. This sample was drafted to coordinate with PRG 342.11 Sample Policy 1.)

Procedures for IEE's Provided at Public Expense

The normal procedures that apply to parent-initiated independent educational evaluations (IEEs) under the Individuals with Disabilities Education Act (IDEA) that the parent seeks to be provided at public expense are as follows:

1. The parent notifies insert applicable position title(s), e.g., the Director of Special Education, District's Special Education Coordinator or the District's designated local educational agency representative to the child's IEP team that the parent is requesting an IEE due to a disagreement with an evaluation conducted by the District. Although the District strongly encourages parents to provide such notification prior to obtaining an actual evaluation, advance notice is not required. Significantly, advance notice can help to ensure that the IEE will meet applicable District criteria and may also help to avoid disputes over costs and funding.
2. Upon being notified of a parent's request for an IEE, the District shall provide the parent with information about where an IEE may be obtained and the District criteria applicable to the requested IEE. The provision of such information is not a waiver of the District's right to request a due process hearing that seeks a determination that the District's evaluation was appropriate. The information provided to the parent will include the following:
 - a. A listing of the names and addresses of IEE examiners located within the Cooperative, Educational Service Agency (CESA) 2 area. The list will identify those IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents/guardians. If no qualified examiner exists within the CESA 2 area, the District will identify an individual located in the State of Wisconsin who can perform the evaluation.
 - b. The specific location of the evaluation. All IEE's will be performed in the District unless the parents/guardians demonstrate that unique circumstances warrant a publicly funded IEE outside the District.
 - c. A description of the District's criteria for selection of IEE examiners. A qualified IEE examiner must either hold or be eligible to hold the same licensure as that of the District's staff who conducted the evaluation or other medical personnel (e.g., physician's, nurses, psychologists, neuro-psychologists) must be licensed by the State of Wisconsin. In addition, an appropriate evaluator should:

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INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES AND CRITERIA

Waukeek Community School District

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- Have expertise in the area of suspected disability
 - Use specific measures that address the questions or concerns
 - Complete an on-site observation whenever possible
 - Allow for reasonable follow-up and clarification of findings
 - Review appropriate school records
 - Meet with appropriate school staff and parents/guardians to share findings, including
 - information that would support instruction
 - Release assessment results, including parent and teacher surveys, prior to receipt for
- 2- payment of services

3. Upon receiving a request for an IEE at public expense, the District shall, without unnecessary delay, either:
- a. File a due process complaint to request a hearing to show that the District's evaluation was appropriate; or
 - b. Ensure that an IEE is provided at public expense, unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria applicable to the requested IEE.
4. Include if desired: *"To the extent mutually-agreeable to both the parent and the District, members of the individualized education program (IEP) team may meet prior to the IEE to develop a plan for the IEE with the goal of obtaining an evaluation that is valuable to the members of the IEP team. Such a plan may, for example, define particular areas for assessment, identify questions to put forth to the evaluator(s), and address the District's criteria for special education evaluations."*¹

District Lists of Pre-Qualified Evaluators

The insert position title, e.g., Director of Special Education, Special Education Coordinator, or his/her designee, may maintain and provide to parents a list of qualified evaluators who meet the District's selection criteria for one or more particular types of evaluations. When the District has identified one or more qualified evaluators for the relevant type of evaluation, a parent may either select an evaluator from the District-provided list or identify and select another qualified evaluator of their own choosing who meets the District's established criteria.

To the extent the District has not identified one or more qualified evaluators for the relevant type

¹ This text is optional.

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INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES AND CRITERIA

Policy 342.11 Rule

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of evaluation, the ~~insert position title, e.g., Director of Special Education, Special Education Coordinator,~~ or his/her designee, shall, at a minimum, make a reasonable attempt to help the parent identify the type of professional or organization that might normally provide an evaluation that is relevant to the situation and that is consistent with the District's established criteria.

District Criteria for Evaluations

Except where applicable law requires the District to make an exception based on a parent's demonstration of unique circumstances that justify the exception, an IEE obtained by a parent must be consistent with the applicable District criteria in order for the IEE to be publicly funded. It is also possible that a failure to adhere to the District's criteria could result in the IEP team determining that the results of the IEE will not be considered in making decisions with respect to the child.

The following criteria generally apply to all educational evaluations under the Individuals with Disabilities Education Act (IDEA):

{Editor's Note: The items in the list below are provided as possible examples of local evaluation criteria. It is important to ensure that the criteria for IEEs are the same as the criteria that the school district uses when it initiates/obtains an evaluation.}

1. The evaluator must be able and willing to share the complete results of the relevant evaluation, including but not limited to any summary report or findings, with the District and its designated agents sufficiently far in advance of any meeting at which the results are to be considered. To the extent applicable, this includes a requirement for the parent to consent to such an exchange of information.
2. The evaluator must be able and willing to provide explanations and clarifications, as needed, to the District and its designated agents regarding the evaluation methodology, protocols, and results. To the extent applicable, this includes a requirement for the parent to consent to such an exchange of information.
- ~~3.~~ The evaluator must hold an appropriate license or certification and be trained in the areas or issues to be addressed by the evaluation. The ~~insert position title, e.g., Director of Special Education, Special Education Coordinator,~~ or his/her designee, shall identify the acceptable license(s) or certification(s) in relation to the specific purpose/area of the IEE and shall inform the parent of such criteria provided that the District has notice of the intent to seek an IEE.
~~3.~~ In some circumstances, it is possible that no license or certification requirement will apply, but that other required training or experience may be specified.
4. The evaluator must be reasonably familiar with and satisfy the evaluation-related requirements of the IDEA and related state laws and regulations. For example, if the purpose of the evaluation is to determine a learning disability, then the evaluation must include a

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INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES AND CRITERIA

Policy 342.11 Rule

Waukeek Community School District

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systematic observation of the child in an appropriate educational setting.

5. ~~[Insert any other local criteria that the District deems critical to a minimally appropriate evaluation.]~~²

The following criteria generally apply to IEEs obtained at public expense:

~~**{Editor's Note: The items in the list below are provided as possible examples of local criteria. It is important to ensure that the criteria for parent-initiated IEEs are the same as the criteria that the school district uses when it initiates/obtains an evaluation.}**~~

1. The total cost to the District of the IEE must not be unreasonably excessive. To avoid funding disputes and potential personal responsibility for the cost of an evaluation, the parent is strongly encouraged to notify the District of the cost/rate to be charged by the parent's proposed evaluator and any other anticipated ancillary costs prior to incurring the costs. In many cases, the District will be able to inform the parent whether such estimated costs would be considered unreasonably excessive. Although the determination of reasonable costs versus unreasonably excessive costs is context dependent, the following guidelines shall be applied:

a. ~~Where the District would be able obtain the services of a qualified independent evaluator via a purchase/contract with a Cooperative Educational Service Agency or another school district or educational institution, costs up to 130% of a reasonably current quoted price or rate, a recently paid actual amount or rate, or (if available) an average of such amounts/rates from multiple sources, will not be considered unreasonably excessive.~~

b. ~~For services that must be obtained from medical providers or other private-sector professionals, an amount or rate that is up to 130% of a District-identified average or benchmark, within which range the District is able to identify two or more potential evaluators, will not be considered unreasonably excessive. The cost per evaluator may range from \$250.00 to \$500.00 to \$99.00 to \$200.00 for an evaluation completed by an M.S. and \$750.00 to \$1000.00 for an evaluation completed by an M.D. or Ph.D. In the event the examiner is one not typically employed by CESA 2 or the District, such as a medical doctor, psychiatrist, clinical psychologist or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. If it is necessary for a child to be evaluated at a location out-of-district, the District may be required to pay for the expenses incurred by the parent/guardian for travel or other related costs. If the District believes that the requested expenses are unreasonable, it will request a due process hearing on this issue.³~~

a.

² All text highlighted in green should be reviewed and edited to align with district criteria used when it initiates or obtains an evaluation.

³ I took this paragraph from your current policy. Due to inflation the cost ranges for evaluators may need review.

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INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES AND CRITERIA

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Before the District rejects charges that exceed the above guidelines as unreasonably excessive, the District will provide the parent with an opportunity to demonstrate that unique circumstances exist that justify costs that exceed the guidelines.

2. The following shall apply ~~except~~ when the ~~insert position title, e.g., Director of Special Education, Special Education Coordinator or his/her administrative-level designee,~~ determines that the relevant evaluation services cannot reasonably be secured within these geographic parameters or that other unique circumstances exist that justify an exception:

2.

a. When a qualified evaluator is a professional who is normally employed in school settings, the evaluator shall be based or regularly practice his/her profession in the area encompassed by ~~insert description, e.g., "the boundary of the District's Cooperative Educational Services Agency, or no further than the metropolitan area of the city of [INSERT CITY NAME]".~~

b. When an evaluation reasonably requires an evaluator who is a professional who is not normally employed in school settings (such as a medical doctor or licensed psychiatrist), the evaluator shall normally be based or regularly practice his/her profession within ~~insert applicable miles - e.g., 50 miles,~~ of the boundaries of the school district ~~The State of Wisconsin.~~

~~When there is a need to make an exception to the above listed geographic parameters, the next area from which to attempt to identify an appropriately qualified evaluator is from an area no further than insert an appropriate description, e.g., "the metropolitan area of the city of [INSERT CITY NAME], followed by elsewhere in the State of Wisconsin".~~

In addition, when determining if unique circumstances justify an exception to the District's normal geographic criteria, the relevant administrator(s) will consider the purpose of such criteria, which include (1) facilitating the evaluation process, particularly when the evaluation includes an observation of the child in his/her current placement or in a particular educational setting; and (2) containing the costs associated with an evaluation.

3. When an educational evaluation is conducted at public expense, meaning that it is paid for by the District or is otherwise provided at no cost or other financial loss to the parent, any payments to evaluators/providers will normally be made directly to the evaluator/provider upon presentation of an invoice for services rendered. An exception may be made if the ~~insert position title, e.g., Director of Special Education, the District's Special Education Coordinator or an administrative-level designee,~~ determines that advance payment or payment at the time of service is necessary to provide an appropriate evaluation or that denying an exception would be inconsistent with the parent's right to an IEE. To the extent the District is required to provide reimbursement for costs initially covered by a third-party insurer in order to prevent a financial loss to the parent, the reimbursement will normally be made directly to such insurer.

4. ~~Insert any other local criteria that the District deems necessary to apply to publicly-funded~~

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INDEPENDENT EDUCATIONAL EVALUATION PROCEDURES AND CRITERIA

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~~IEEs-1~~

Notwithstanding the general evaluation criteria identified above and any exceptions that the District may approve due to unique circumstances, the District also reserves the right, to the extent consistent with applicable law, to establish additional, evaluation-specific criteria for particular types of assessments and to apply such criteria both to evaluations that the District obtains and to parent-initiated IEEs. The parent will be notified of any such additional criteria to the extent required under applicable law.

WASB PRG 342.11 Sample Rule 1

Adoption Date:

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TECHNICAL COLLEGE COURSE PROGRAM (“Start College Now”)

Policy 343.45

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High school students in the 11th grade or 12th grade who meet the eligibility requirements defined in applicable statutes, regulations, and District policies may be permitted to enroll in one or more courses at a technical college through the “Start College Now” program. In addition to other applicable eligibility requirements, a student who wishes to enroll in a course through a technical college under this policy must:

1. have the written approval of a parent or guardian, if a minor;
2. notify the District of his/her intent to attend a technical college by submitting a “Start College Now” application form to the District by March 1 if the student intends to enroll in a technical college course in the fall semester, and by October 1 if the student intends to enroll in the spring semester;
3. have completed 10th grade insert if locally applicable to determining 10th grade completion: “(all requirements met, including a minimum of [] high school credits completed toward graduation by the end of the high school semester in which the student gives notice of his/her intent to take a technical college course).”¹
4. not be a child at risk of not graduating from high school, as defined by state law; and
5. be in good academic standing within the District.

Solely for purposes of determining a student's eligibility to enroll in a course at a technical college under this policy, “good academic standing” in the District means insert a description of what constitutes good academic standing in the district – for example, “that the student has a cumulative high school grade point average of at least 2.0 at the time of the determination”.

A student who is interested in attending individual courses under the “Start College Now” program may also be required to submit enrollment forms or other enrollment information directly to the applicable technical college, pursuant to any procedures and deadlines established by the technical college.

A technical college district board may deny a high school student admission to the technical college, or registration in a specific course, for any reason that is consistent with state law, including the technical college's determination that the student has an unacceptable record of disciplinary problems. To the extent consistent with student records laws and with the District's student records policies and procedures, the District will certify student disciplinary information that is necessary for completing and processing a student's application to enroll in and take a course at a technical college under the “Start College Now” program.

Program Administration

The identify the appropriate staff position(s) – e.g., High School Principal, Director of Secondary Curriculum and School to Work Program Coordinator SSc or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the “Start College Now” program; and (2) except for refusal of permission to take a course that is based on an undue financial burden, determining whether the District will approve individual applications and pay for specific courses based on the criteria

¹ Edit to reflect any locally determined measure of completion of 10th grade and delete highlighted text.

TECHNICAL COLLEGE COURSE PROGRAM (“Start College Now”)

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established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria for participation in the program;
2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course and the amount of credit (if any); and
4. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.

While the District may refuse to allow a student with a disability to attend a technical college through the “Start College Now” program if the costs related to any special services required for the student would impose an undue financial burden on the District, the determination of an undue financial burden shall be made or directly approved by the insert the authorized decision maker(s) – e.g., District Administrator or School Board.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law, the District shall pay for certain costs associated with students' enrollment in a technical college under this policy if the course is eligible for high school credit toward a high school graduation requirement and the course is not comparable to a course offered in the District. Limitations on the District's responsibility for payment include the following:

1. The District shall pay only such tuition, fees, and course materials costs as are required by law. If the District is required to pay the technical college for the cost of a book or similar resource that is not a one-time use item, the student insert either “shall,” “may,” or “shall not” be required to return the resource(s) to the District upon completion of the course.
2. The District shall pay for no more than the equivalent of a combined total of insert the maximum number of credits; must be 18 or higher post-secondary semester credits per student for any courses that are taken through the “Start College Now” program or the Early College Credit Program.² Students may not participate concurrently in both the Start College Now and Early College Credit Program in the same term as defined in statute.
3. Insert if desired: “Unless the District Administrator determines that extenuating circumstances beyond the reasonable control of the student caused the student to be unable to successfully complete a course,” the District shall require a student who receives a failing grade in or who fails to complete a technical college course to reimburse the District for all amounts paid for the course on the student's behalf. For a student who is a minor, the

² Your current policy allows a maximum of 18 credits under the Start College Now program and an additional 18 credits under the Early College Credit program. State law requires you to allow a minimum of 18 credits between the two programs per year, see [Wisconsin Legislature: 118.55\(7t\)\(a\)](#).

TECHNICAL COLLEGE COURSE PROGRAM (“Start College Now”)

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student's parent or guardian is responsible for such reimbursement. If reimbursement is not made upon request, the student is ineligible for any further participation in the “Start College Now” program and the Early College Credit Program.

4. Unless otherwise required by law, the District is not responsible for providing transportation to technical college courses taken under this policy or paying for transportation-related costs.

Determinations of Course Comparability, Eligibility for High School Credit, and Satisfaction of High School Graduation Requirements

The District's determinations of whether a proposed course satisfies a high school graduation requirement, whether completion of the course will result in the awarding of high school credit, and the amount of such credit (if any), shall be made with reference to the District's current high school graduation requirements policy and by applying the same method and criteria that the District applies to its own course offerings and to other outside courses that are submitted for a similar assessment (e.g., by students who are transferring into the District).

In order for a student to receive high school credit for a course taken at a technical college under this policy, the student must complete the course and receive a passing grade, as determined by the technical college. In addition, no credit toward satisfaction of a high school graduation requirement shall be available for a course that substantially repeats the same content for which the student has already taken a course and already received high school credit.

For purposes of determining whether a course that a student wishes to take through the “Start College Now” program is comparable to a course offered by the District, insert a standard for determining comparability, such as “the District shall apply the standards found in [PI 40.06\(2\)](#) of the Wisconsin Administrative Code, as such standards have been defined for the state's Early College Credit Program”¹.

At least 30 days before the beginning of the technical college semester in which the student will be enrolled, the District shall notify the student, in writing, if a course in which the student intends to enroll (1) does not meet the high school graduation/credit requirements, and (2) whether the course is comparable to a course offered in the District.

Appeals of District Decisions

If an applicant for the program disagrees with a District decision regarding course comparability or the satisfaction of high school graduation requirements, state law provides that the applicant may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the District's decision.

Legal References:

Wisconsin Statutes

[Section 38.12\(14\)](#)

[attendance at technical college under the technical college course program, also known as the “Start College Now” Program]

[Section 115.385\(4\)](#)

[parent notification of educational options]

[Section 118.15\(1\)\(b\)](#)

[attendance at a technical college in lieu of high school or on a part-

TECHNICAL COLLEGE COURSE PROGRAM (“Start College Now”)

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Section 118.15(1)(d)	time basis by a child 16 years of age or over and a child at risk]
Section 118.153(1)(a)	[discretionary program and curriculum modifications]
Section 118.33	[definition of a child at risk of not graduating from high school]
Section 118.55	[high school graduation requirements]
Section 118.57	[early college credit program]
	[public notification of educational options]

Wisconsin Administrative Code

Chapter PI 40	[regulations governing the early college credit program, which are not directly applicable to the “Start College Now” program]
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Cross References:

343.46 Early College Credit Program
345.4-Rule, Promotional and Retention of Students
345.6, High School Graduation Requirements/Procedures
WASB PRG 343.45 Sample Policy 2

Adoption Date: May 1992

Revised: March 1994
April 1998
January 2000
January 2002
May 2004
June 2018
XXXX, XXXX

EARLY COLLEGE CREDIT PROGRAM Policy 343.46

Waunakee Community School District

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High school students who meet the eligibility requirements defined in applicable statutes, regulations, and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more program-eligible courses at an institution of higher education through the Early College Credit Program.

The identify the appropriate staff position(s) – e.g., High School Principal, Director of Secondary Curriculum and Instruction or School to Work Program Coordinator and] or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the Early College Credit Program; and (2) determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria established in state law;
2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements; and
4. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course, and, if so, the amount of high school credit.

In making such determinations, the authorized program administrator(s) shall evaluate a postsecondary course under the applicable legal standards and, to the extent applicable to determinations of high school credit, using the same methods and criteria as are used to evaluate District courses that may be offered for high school credit. The identify the appropriate staff position – e.g., District Administrator or High school Principal or Director of Secondary Curriculum and Instruction] is responsible for monitoring such determinations on a District-wide basis to ensure that similarly-situated courses are being processed with a reasonable degree of uniformity.

If a student who intends to take a course through the Early College Credit Program disagrees with a District decision regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded for a course (if any), the student may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the decision.

Initial Applications and Notices Students Are Required to Submit

Students interested in enrolling in an institution of higher education (IHE) for the purpose of taking one or more nonsectarian courses under the Early College Credit Program must do all of the following to start the application process:

1. Submit a timely and complete application directly to the applicable IHE in the semester prior to the semester or session in which the course is scheduled to begin. The student must adhere to all application deadlines and other related requirements established by the IHE; and

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2. Submit a timely and complete written notice to the District that identifies the student's intent to take one or more courses under the Early College Credit Program. A separate notification form must be completed and processed for each IHE semester/session in which a student intends to take a course.
 - a. The deadlines for students to submit such notice for any fall semester, spring semester, or summer session/semester course are the deadlines established under state law.
 - b. In addition to any other information required on the form, the initial notice must identify the name of the IHE the student plans to attend, the titles of the course(s) in which the student intends to enroll, the number of postsecondary credits of each course, and whether the student will be taking the course(s) for high school credit, postsecondary credit, or both.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law and as applicable to each course that a student takes under the Early College Credit Program, the District shall pay the appropriate tuition amount to the IHE and such other costs (if any) as may be specified by law. The student or the student's parent or guardian shall pay the amounts (if any) specified as the student's responsibility for each course under state law and District policy. The following also apply:

1. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course is responsible for paying the tuition and fees for the course.
2. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student's parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student's family under standards and procedures set by the Department of Public Instruction. If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making such 25% payments to the District:
 - a. The student or his/her parent or guardian may make payment for such courses via the normal payment practice established by the District. ~~a personal check or a bank (cashiers) check, made payable to the [insert official name of school district as it should appear as the payee on a check]. [Identify any other method(s) of payment that will be acceptable.]~~ Payments attempted in other forms, including in U.S. currency, are not acceptable and will be refused or returned to the payor. If a check is returned as non-payable due to insufficient funds, a stop payment order, or any other reason, any related fee(s) charged to the District by a financial institution will be added to the amount due.
 - b. [Insert a statement that identifies a deadline for making payment of the 25% share of tuition costs, such as "Unless the District's Business Office has agreed in writing to a different plan of scheduled payments, payment is due in full within 30 days of the date on which the District provides the student (or student's parent or guardian) with an invoice of the specific amount due. If a family wishes to arrange a payment plan, the family shall submit a request to the District's Business Office before the start date of the course(s). The District's Business Office may agree to a payment plan provided that

EARLY COLLEGE CREDIT PROGRAM Policy 343.46

Waunakee Community School District

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~~(1) the student has no other outstanding obligations to the District that are in arrears, and (2) payments under the plan are spread out over no more than four (4) installments, with an initial payment due at the time the payment plan is arranged and with the final payment to be made no later than the earlier of 30 days after the course is complete or at least 10 days prior to the student's high school graduation. Initial installments under such a payment plan may be based on an estimated amount owed if a definite figure cannot be provided by the IHE at that time."~~

- c. If the District receives any payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's actual payment obligation, the District will refund the appropriate amount to the student or his/her parent or guardian.
 - d. Any past-due payments for a share of course tuition that are owed by a student may result in the denial of certain school-related privileges in the same manner that applies to other past-due school fees and charges.
3. The District shall pay for no more than the equivalent of a combined total of ~~insert the maximum number of credits; must be 18 or higher~~ postsecondary semester credits per student for any courses that are taken through the Early College Credit Program.¹ ~~insert the following sentence if the district believes that the additional clarification provides helpful guidance: "However, the limitation on total paid credits does not prohibit a student from (1) taking other courses through a postsecondary institution where the District has authorized the coursework under a separate program or separate source of authority; or (2) taking other District-approved high school courses, outside of the specific state programs, that may result in eligibility for postsecondary credit(s)."~~ Students may not participate concurrently in both the Start College Now and Early College Credit Program in the same term as defined in statute.
4. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if an adult, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the "Start College Now" program and the Early College Credit Program. ~~insert this optional exception to the repayment requirement, if desired: "However, the student or the student's parent or guardian may submit a written request asking the School Board to waive this repayment obligation if the Board determines, at its discretion, that extenuating circumstances led to the unsuccessful completion of the relevant course(s) and repayment would impose an unreasonable and undue financial burden on the student or the student's family."~~
5. In order for a student to avoid a payment obligation (where applicable) for a course taken through the Early College Credit Program, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the

¹ I edited the reference to the Start College Now program out of this paragraph to align policy with draft of 343.45. Your current policy allows a maximum of 18 credits under the Start College Now program and an additional 18 credits under the Early College Credit program. State law requires you to allow a minimum of 18 credits between the two programs per year, see [Wisconsin Legislature: 118.55\(7t\)\(a\)](#).

EARLY COLLEGE CREDIT PROGRAM Policy 343.46

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applicable IHE's deadline for doing so such that the IHE will not charge the District any tuition for the course.

6. Unless otherwise required by law, the District is not responsible for providing transportation to postsecondary courses taken under this policy or for paying for transportation-related costs.

Legal References:

Wisconsin Statutes

Section 38.12(14)	[attendance at technical college under the technical college course program, also known as "Start College Now" Program]
Section 115.385(4)	[required parent notification of educational options, including early college credit program]
Section 118.15(1)(d)	[discretionary program and curriculum modifications]
Section 118.33	[high school graduation requirements]
Section 118.55	[the early college credit program]
Section 118.57	[required public notification of educational options, including early college credit program]
Section 120.12(17)	[non-early college credit program courses taken for high school credit at a UW System Institution]

Wisconsin Administrative Code

Chapter PI 40	[regulations governing the early college credit program]
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Cross References:

343.45 Technical College Course Program ("Start College Now")
345.4-Rule, Promotional and Retention of Students
345.6, High School Graduation Requirements/Procedures
WASB PRG Sample Policy 343.46 1

Adoption Date: May 1992

Revised: March 1994
April 1998
January 2000
January 2002
May 2004
June 2018
XXXX, XXXX

TUTORING SERVICES

343.5

Although the Board of Education supports tutoring or supplementary services for the purpose of helping students with their academic needs, it does feel there should be limits placed on the use of school facilities for these activities. School facilities will be used during the school day for programs approved by the Board and under the supervision of district staff.

Individuals under contract to the District, part of a recognized and Board-approved volunteer program or working for an agency which has a contract with the District to perform services, are the only individuals allowed to use District facilities or work with students enrolled in the Waunakee Community Schools during the normal school day.

Individuals, groups or organizations may rent District facilities, as per Board policy, and provide individual or group educational services outside the normal school day.

Staff members are not to enter into private tutoring arrangements with parents/guardians which interfere with their normal work day. Staff members are strongly discouraged from entering into tutoring arrangements with children in their classes. School facilities are not to be used by staff members for tutoring arranged under a private contract with parents/guardians.

Cross Ref.: 830, Public Use of Facilities

Adopted: 10/9/89

Revised: March 1994

Reviewed: XXXX, 2022

Waunakee Community School District

ADULT EDUCATION PROGRAMS

The general objectives of adult education shall be the same as those of other levels of public education, namely to prepare individuals for full democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal and family lives.

“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 school programs. The extent of the program shall be determined by a balance among individual and community needs.

The program’s purpose will be to provide opportunities for adults to earn high school unit credits that may be transferred to Waunakee Community High school for the purpose of being graduated and granted a high school diploma by the Waunakee Board of Education.

A course may be given only when the number of interested adults is sufficient to form a class of proper size, when a qualified teacher, adequate facilities, and appropriate supervision can be made available and under the direction of and with the approval of the director of community services.

Legal Ref.: Section 118.33 Wisconsin Statutes
120.13 (17)

Cross Ref.: 345.6, Graduation Requirements
830, Public Use of School Facilities

Adopted: 11/8/82

Revised: March 1994
January 2002

Waunakee Community School District