

WASB 7/2012

SCHOOL DISTRICT OF MANAWA

345.61

EARLY GRADUATION

Early graduation shall be permitted for those full-time students of the Little Wolf High if the following requirements have been fulfilled:

1. Attended the District full time for a minimum of [specify #] 7 full semesters culminating with the end of the 7th semester of that year's graduating class.

{Note: I added the provision of "minimum attendance in the District" since this is a common part of early graduation requirements. If this applies to your requirements fill in the appropriate number of semesters. If this does not apply, revise the statement to only require completion of the seven semesters.}

2. Fulfilled all regular graduation requirements, including credits and required subjects, by the date of the requested early graduation, and in accordance with Board policies, and state statutes and regulations.

{Note: I revised the requirement to clarify that the graduation requirements must be met by the date of graduation rather than at the time of the application/request.}

3. Submitted written consent by the parents/guardians of minor students at least one year in advance.

{Note: Do you require the student to submit a written request or application for early graduation? If so, is there a deadline? If applicable, add this information to the policy with language such as: "Submitted a written request for early graduation that includes the purpose for the request at least specify (e.g., one year, one semester, etc.) prior to the requested early graduation date."

4. Provided documentation that upon early graduation the student has been or will be:

- accepted into the military service;
- employed; or
- enrolled in a university, college, technical college, or other approved training institution.

{Note: Do you ever approve early graduation for other reasons (e.g., internship, travel abroad, etc.)? If you do, or may want to consider this in the future, revise the requirement to include a broader range of reasons. "Presented a viable alternative plan to use the remaining semester for an advantageous purpose including, but not limited to, attending a postsecondary educational program, being employed, or joining a branch of the military service."

5. Obtained consent of the high school guidance counselor, high school principal and District Administrator.

6. Received final approval of the Board.

Each request shall be reviewed individually.

Graduation ceremonies shall only be held following the second semester. Early graduates may participate in the ceremony. Early graduates shall be eligible for all scholarships.

{Note: I added the provision about eligibility for scholarships (last sentence). Since this is a matter of local discretion, you should determine if this is consistent with local intention and practice. If not, revise accordingly or delete the sentence from the policy.}

LEGAL REF.: Sections 118.13 Wisconsin Statutes

118.145 (4)

118.33

118.51

118.52

121.02(1)(p)

PI 18 Wisconsin Administrative Code

CROSS REF.: 345.6, Graduation Requirements

345.62, Graduation Ceremony

APPROVED: March 1987

REVISED: February 15, 1999

*NOTE: This policy draft is based on information in your current policy manual (Policy 345.31 – Revised 2/15/99). I recoded it as 345.61 for consistency with the WASB Code Index. I revised it for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

355

SERVICE-LEARNING

The School Board recognizes that preparing each generation to understand and support democratic principles is the responsibility of the District. High quality service-learning experiences provide students with opportunities to accomplish the following:

- ☐ apply a standards-based curriculum skills to address local school and community needs.
- ☐ recognize the relevance of what they are learning in school.
- ☐ make a positive contribution to the community through involved citizenship.
- ☐ develop positive relationships with the community.
- ☐ become ethical participants in society.

Service learning enables students to develop transferable skills in multiple areas including, but not limited to, the following:

- ☐ improved confidence
- ☐ expanded career awareness
- ☐ strengthened civic education
- ☐ more effective critical thinking and problem solving strategies.

The Board affirms the importance of service-learning as a vital part of the instructional program and supports service-learning as an innovative instructional strategy to be integrated into the curriculum. Essential components include: student involvement, meaningful service, school/classroom connections and reflection on learning outcomes.

The Board encourages each student to participate in at least one age-appropriate service-learning activity at each grade span (PreK-3, 4-8, and 9-12). The Board also encourages staff and students to collaborate with local public and nonprofit agencies to develop service-learning activities that meet educational objectives, address state academic standards, and also fit with current community needs.

LEGAL REF.: Section 118.01(2) Wisconsin State Statutes

PI 8.02(L) Wisconsin Administrative Code

CROSS REF.: 110, District Vision/Mission

330, Curriculum Development and Evaluation

APPROVED: August 21, 2008

*NOTE: This policy draft is based on information in your current policy manual (Policy 382 – Approved 8/21/08). I recoded it as 355 for consistency with the WASB Code Index.

I revised the content for stylistic reasons. I attempted to reorganize the content to keep similar information together. The original narrative was difficult to follow with information interspersed, and sometimes redundant, about student experiences, student skill outcomes, program characteristics/components and participation expectations. This is only an example of how you might organize the policy content to more clearly address related “chunks” of information. What are the expected outcomes of the program in terms of connections and contributions to the community, specific student skill outcomes, the essential components of the program, and the expectations for participation by students, staff and community groups?

WASB 2/2013

-Sample Draft-

SCHOOL DISTRICT OF MANAWA

361.1

INSTRUCTIONAL MATERIALS SELECTION AND REVIEW

The legal responsibility for instructional materials used in the District rests ultimately with the School Board. The selection of instructional materials is delegated to the appropriate professionally trained certified personnel who shall complete this responsibility in accordance with this policy and established selection criteria and procedures

The District provides instructional materials to accomplish the goals and objectives of the school system. Classroom instructional materials are provided that meet specific curriculum goals. The Board believes the District shall be responsible for providing instructional materials that meet the following standards:

- Enrich and support the curriculum taking into consideration the varied interests, abilities and maturity levels of the students served.
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- Provide a diversity of viewpoints so that students may develop, under guidance, the practice of analytical reading and thinking.
- Represent many religious, ethnic and cultural groups and show how these contributed to the American heritage.
- Provide students with options for constructive use of leisure time.
- Provide content that is valid, relevant, appropriate and up-to- date.
- Contain format quality and variety.

The Board recognizes the right of any resident of the district to object to instructional materials. The review of questioned materials shall be treated objectively, as an important routine action, and in accordance with established District procedures. Every effort shall be made to consider the best interests of the students, school, curriculum and the community.

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

LEGAL REF.: Sections 118.13

Wisconsin Statutes

121.02(1)(h)

PI 8.01(2)(h) Wisconsin Administrative Code

PI 9.03(1)(e)

CROSS REF.: 361.1 - Rule, Procedures for Reconsideration of Instructional Materials

361.1 – Exhibit, Citizen’s Request for Re-Evaluation of Instructional Materials

361.2, Library Media Center Materials Selection and Evaluation

330, Curriculum Development and Evaluation

333, Parent Rights and District Programs/Activities

362.1, Interlibrary Loan

363.2, Student Technology Use

363.3, Assistive Technology for Students and Staff with Special Needs

411-Rule, Student Discrimination Complaint Procedures

*NOTE: This policy draft is only an example of the type of “instruction materials selection and review” policy adopted by Wisconsin school boards. This policy addresses classroom instructional materials. The nondiscrimination provision (last paragraph) provides compliance with state and federal nondiscrimination laws and PI 9.03(1) of the Wisconsin Administrative Code. If this policy is not appropriate for your district or does not accurately reflect your district’s materials selection process, it should be revised accordingly. If you prefer to have separate policies (i.e., classroom instructional materials and library materials) I can create separate drafts if you let me know how these two types of selection are different in terms of general policy guidance.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

Board Policy Manual

361.1 – Rule

PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

All complaints about instructional materials that are made to any Board member or any District staff member shall be processed in accordance with the following procedures. For the purpose of this rule, the term “instructional materials” includes printed materials and varied media formats including, but not limited to, computer software, audio-visual media and online subscriptions. Such materials include both classroom materials and library media center materials.

{NOTE: I added this paragraph to clarify the types of materials covered by these procedures. I combined classroom and library materials into one rule since it is typical to use the same process for complaints. If you want separate procedures I can draft separate rules if you let me know how complaints about classroom materials are handled in a manner different from complaints about library materials.}

Throughout the informal and/or formal complaint process the following guidelines are recommended:

- ☐ The person expressing concern should be treated with respect.
- ☐ School personnel should be courteous, respond in an objective manner, but make no commitments.
- ☐ Administration should be informed immediately of the initial concern, and be kept informed of any further developments.
- ☐ If the news media becomes involved, accurate information from the school perspective should be provided through proper channels (District Administrator).

The use and circulation of challenged materials shall not be restricted during the reconsideration process; however, requests of individual parents/guardians for alternative assignments for their children will be honored.

{NOTE: I moved this provision from the end of the procedures since it should apply from the beginning of the process.}

Step 1

All complaints about materials made to any District staff or Board member shall be directed to the building principal. The principal shall involve the appropriate instructor(s) or the media specialist. Within five (5) school days of the initial complaint, the principal and/or designated staff member shall schedule a meeting with the complainant and attempt to solve the problem informally. An explanation shall be provided about the goals and objectives of the

challenged instructional materials and the reasons for the selection of the particular materials.

{NOTE: I added this step to provide an “informal” option for compliant resolution. If you do not, or never intend to, attempt an informal resolution delete this step from the procedures.}

Step 2

If a meeting does not result in a resolution of the complaint, the complainant shall be given a packet of materials including a copy of the “Instructional Materials Selection and Review” policy and procedures, or a copy of the “Library Media Center Materials” policy and procedures. The complainant shall also be given a copy of the “Request for Reconsideration of Instructional Materials” form. The completed form shall be submitted to the building principal.

Step 3

The principal shall appoint a “Review Committee” that includes, but is not limited to, the following membership:

- ☐ Library media specialist
- ☐ Building principal or designee
- ☐ Curriculum coordinator
- ☐ Teacher(s) from the appropriate grade level and subject area, if applicable
- ☐ Parent representative

Step 4

The complaint form, the materials subject to the complaint, and other materials provided by the staff members involved with the complainant, shall be available to all committee members.

- ☐ Review and examine the challenged materials.
- ☐ Check the general acceptance of the materials by examining professional reviews.
- ☐ Weigh values and faults against each other.
- ☐ Form opinions based on the material as a whole rather than on sections pulled out of context.
- ☐ Meet to discuss the materials and decide whether the challenged materials should continue to be used.

{NOTE: I expanded the last bullet to state that a “decision” is made.}

Step 5

Within five (5) school days after the review committee's meeting and decision a written statement and recommendation shall be submitted to the District Administrator and the complainant.

{NOTE: I revised the procedure to include the "complainant" as a recipient of the report because I did not find another reference to the complainant receiving this report. Do you notify the complainant about the decision in a different manner? If so, revise accordingly.}

Upon request, the building principal will meet with the complainant to discuss the challenged materials and the committee's decision.

Step 6

Within five (5) school days of receiving the report, the complainant who is not satisfied with the committee's decision, may request an appeal to the District Administrator for consideration, who shall provide a written response to the complainant within five (5) school days.

{NOTE: I added a timeline for making an appeal. I deleted the term "final" since the decision is not final if it can be appealed.}

Step 7

Within five (5) school days of receiving the report, the complainant who is not satisfied with the District Administrator's decision, may request an appeal to the Board for consideration. The complaint shall be addressed at the next regularly scheduled Board meeting. A written decision shall be mailed to the complainant within five (5) school days of the Board's decision. The decision of the Board shall be final.

{NOTE: I added a timeline for making an appeal.}

APPROVED: March 1987

REVISED: November 1999

*NOTE: This policy draft is based on information in your current policy manual (Rule 361 – Revised 11/99). I created a separate rule to address "reconsideration" procedures and recoded it as Rule 361.1 to make it applicable to all types of instructional materials. I revised the content for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

361.1 – Exhibit

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

To prevent misunderstanding of your complaint, please read and complete the following information and return to the building principal within two weeks of this date:

The Wisconsin Statute states in part that: "All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society"

Request initiated by:

NAME _____

ADDRESS

PHONE NUMBER(S)

STUDENT'S NAME

ORGANIZATION'S NAME

Type of Instructional Material:

Title:

Author/Publisher/Producer:

Library Class Other: Circle one

1. Have you either read, heard or seen the material in its entirety?

2. To what in the instructional material do you object? (Please be specific. For example, cite the

page number.)

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

4. For what age group would you recommend this material?

5.Are you aware of the judgments of this material by literary critics or other experts in related fields?

6. What action would you like to see taken?

☐ Send back to originating department for re-evaluation

☐ Substitute alternate material

☐ Deny the use of the material by my child

☐ Deny use of the material by all students

☐ Other

7.In view of the action you would like taken, do you have any suggestions about material that could be substituted that would convey as valuable a picture and perspective of the subject treated and would meet the educational needs of your child and/or other students?

Signed Date

Thank you for your time and concern. Please return this completed form to the building principal, who will review the information and will notify you of the next step in the complaint process.

APPROVED: November 1999

*NOTE:This draft exhibit is based in part on information found in your district's current policy manual (Exhibit 361 – Approved 11/99). I recoded it as Exhibit 361.1 to make it applicable to all instructional materials including library materials. I deleted the list of types of materials since some of the items were outdated and the types of formats change on a regular basis. I also revised the content for stylistic reasons.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

361.2

SELECTION AND EVALUATION OF LIBRARY MEDIA CENTER MATERIALS

The primary objective of the District's instructional media program is to implement, enrich and support the District's educational program in a manner that reflects all levels of learning. The media program shall provide access to a current, balanced collection of books, basic reference materials, texts, periodicals, on-line resources, and audiovisual materials that depict the cultural diversity and pluralistic nature of American society in an accurate and unbiased way.

The Library supports material selections based on the American Association for School Libraries "Library Bill of Rights".

- To provide a comprehensive collection of (instructional) materials (which) that will implement, enrich, support and extend the curriculum and encompass the varied interests, abilities, socioeconomic backgrounds and maturity levels of the students.
- To provide (instructional) materials (which) that will stimulate growth in the areas of factual knowledge, critical thinking, literary appreciation and aesthetic values.
- To provide (instructional) materials representative of the contributions of all people, regardless of age, sex, religion, ethnic or cultural origin.
- To provide instructional materials on controversial issues (which) that will enable students to develop, under guidance, critical analysis of media.
- To place principle above personal opinion and reason above prejudice in the selection of instructional materials of the highest quality in order to assure a comprehensive collection of instructional materials for all students.
- To provide a wide range of materials for all levels of learners.

{Note: Clarify how the last bullet is different from the first. If not, delete the last bullet.}

The Board is legally responsible for all matters relating to the operation of the schools in the District. The responsibility for the selection of instructional materials, however, is delegated to professionally-trained Library Media Specialist, in accordance with established criteria and procedures. Recommendation of instructional materials involves many people - administrators, teachers, staff, students, supervisors, and media specialists. The building principal will make the final decision. Any disagreement on selection may be referred to the District Administrator.

The Library Media Specialist (LMS) shall be responsible for all materials in his/her building and shall submit a media program budget to the Business Manager. The LMS is responsible, within established administrative channels, for the design, formulation, justification, administration and evaluation of the **District's media** budget and **(the District's media)** program.

Occasional objections to an instructional media selection may be made by the public. Such objections shall be handled in accordance with procedures that have been established with the intent of protecting the principle of the freedom to read, the professional responsibility of the staff, and the materials in question.

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

LEGAL REF.:Sections118.03(2) Wisconsin Statutes

118.13

120.13(5)

121.02(1)(h)

PI 8.01(2)(h)Wisconsin Administrative Code

PI9.03(1)

CROSS REF.:361.2-Rule, Procedures for Selection and Evaluation of Library Media Center Materials

361.1- Exhibit, Citizen's Request for Reconsideration of Instructional Materials

411-Rule, Student Discrimination Complaint Procedures

APPROVED:March 1987

REVISED:November 1999

March 15, 2010

*NOTE:This policy draft is based on information in your current policy manual (Policy 361 – Revised 3/15/10). I recoded it as 361.2 for consistency with the WASB Code Index. I revised it for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

361.2-Rule

LIBRARY MEDIA CENTER MATERIALS

PROCEDURES

1.Selection Criteria

A.Needs of the individual school are given first consideration, based on the media program, knowledge of the curriculum, and the existing collection. Materials for purchase are considered on the basis of:

- Overall purpose
- Appropriate to user
- Timeliness or permanence
- Importance of the subject matter
- Quality of the writing production
- Readability and popular appeal
- Authoritativeness
- Reputation of the publisher/producer
- Reputation and significance of the author/artist/composer/producer, etc.
- Format and price

{Note: Do these continue to serve as the criteria used for library material selections? If not, revise accordingly.}

B.Requests from administrators, teachers, staff, students, supervisors, site-based management teams, and community representatives are given consideration.

C.Continuous reassessment of the media, District program priorities and the appropriateness of the collection insures an adequate response to changing programs, populations, and opportunities.

2.Selection Procedures

A.In selecting materials for purchase, the media specialist in each school evaluates the existing collection and consults reliable selection sources including reputable reviewing periodicals and quality selection tools that are unbiased and professionally prepared.

{NOTE: I deleted the reference to a specific selection tool since selection tools may change over time (e.g., over the 13 years since this rule was last revised). If this change is not appropriate or accurate, revise accordingly.}

B. In specific areas the media specialists follow these procedures in each media program:

-Gift materials are judged by basic selection standards, and are accepted or rejected according to these standards.

-Worn or missing standard items are replaced periodically.

C. Discarding (Weeding) of Library Materials

To maintain a quality collection of library materials it is necessary to discard items regularly when these no longer meet the needs of students and staff members. Factors to be considered in making decisions about discarding materials include:

a) Poor physical condition.

b) Minimal circulation in the past five years.

c) Outdated and/or inaccurate content.

d) Poor audio-visual quality.

e) Inappropriate reading level.

f) Superseded by new or revised materials.

Materials shall be disposed of at the discretion of the media specialist (and other school personnel) based on **the aforementioned weeding guidelines** (the reason the item is not needed or wanted). Materials may be recycled or donated when appropriate.

{Note: Do you only discard materials after 15 years and only for the two reasons listed? If not, consider deleting this bullet and adding a section to this rule on the topic of "discarding library materials." See sample language at the end of this rule.}

-Periodicals will be kept for a five year period (unless on microfilm).

{Note: Do you still use "microfilm" to back-up materials? If not, update this item.}

-Sets of materials and materials acquired by subscription are examined carefully, and are purchased only to fill a definite need.

-Sharing of materials between schools, (and) districts **and public libraries** is **the responsibility of the media specialist**..(cooperative venture and rests jointly upon the media specialist who will plan the program for inter-library loan.)

{Note: Clarify the statement about "a cooperative venture and rests jointly" since only one media specialist is mentioned. Who is the other party/parties in this joint venture?}

APPROVED:March 1987

REVISED:November 1999

*NOTE:This policy draft is based on information in your current policy manual (Rule 361 – Revised 11/99). I recoded it as Rule 361.2 for consistency with the WASB Code Index. I revised it for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

362.1

INTERLIBRARY LOAN

The District may participate in resource sharing with other school and public libraries through interlibrary loan. The purpose of resource sharing is to obtain materials not available in one's school library media center. Library materials, or copies of print or other resources, are made available by one library to another upon request. Resource sharing is available through a courier service provided by OWLS (Outagamie-Waupaca Public Library System) and the statewide WISCAT system. Individuals borrowing through the public library system must possess a valid library card from that library system. Information about available materials may be accessed on the District's library webpage.

Lenders:

Each loan will be made at the discretion of the lending library, with the understanding that the needs of the Manawa students will take precedence. The lending library will decide if a resource is eligible for interlibrary loan and will determine the lending period.

Lending libraries are not expected to process subject and keyword requests. The lending library shall refuse to copy items that would violate copyright laws and fair use guidelines.

(Pending availability, equipment will be loaned to local Manawa organizations/businesses. The borrower will be charged for any damages.)

Borrowers:

Borrowing school library media centers/patrons should make every effort to exhaust their own resources before requesting materials from another library.

Delivery and return of materials shall be the responsibility of the borrower. The borrowing library is responsible for the safety of all resources borrowed and must reimburse the lending library for lost or damaged materials.

Interlibrary borrowing does not relieve any library of the responsibility for ongoing collection development.

LEGAL REF.:Section 43.72(3) Wisconsin Statutes

120.12(1)

121.02(1)(h)

PI 8.01(2)Wisconsin Administrative Code

Federal Copyright Law (Title 17, U.S. Code)

Technology Education and Copyright Harmonization Act (TEACH Act)

Enhancing Education Through Technology Act of 2001

CROSS REF.:361.2, Library Media Center Materials Selection and Evaluation

363.2, Student Technology Use

363.3, Assistive Technology for Students with Special Needs

771.1, Use of Copyrighted Materials

District Technology Plan

APPROVED:February 19, 2007

*NOTE:This policy draft is based on information in your current policy manual (Rule 362.1 – Approved 2/19/07). I recoded it as Policy 362.1 for consistency with the WASB Code Index. I added legal and cross reference sections and I revised the content for stylistic reasons.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

364

SCHOOL COUNSELING PROGRAM

The ultimate goal for the District's school counseling program is student learning and achievement. The program is based on the Wisconsin Comprehensive School Counseling Model (MCSCM) that combines elements of state and national frameworks and initiatives. The foundation for the WCSCM are nine Model Academic Standards that are delivered (though) through a collaborative relationship among school, parents/guardians and community in order to provide students with the skills necessary for them to become successful lifelong learners, (good) responsible citizens, and productive workers.

{Note: I deleted the list of specific state and national models, frameworks and initiatives since this is background information that provides no local policy guidance. If these are still applicable and you think it is important to references these, add them to the list of cross references at the end of the policy.}

The program's design, delivery system, and content focus on enhancing the ability of all students to utilize available educational opportunities. Program components include school counseling curriculum, individual student planning, responsive services and system support. The program includes three domains: academic development, personal/social growth, and career development. The focus is on what all students, grades PreK through 12, should know, understand, and be able to do within these domains in order to develop into contributing members of society.

The school counseling program strives to produce positive changes in student behavior and student learning by providing the following:

- ☐ delivery of specific skills and information in a proactive, preventive manner to ensure that all students have the opportunity to achieve school success and
- ☐ intervention and referral services for those students who are experiencing difficulties in their lives that interfere with their academic achievement.

The school counselor serves as the program leader, and collaborates with the school nurse, school psychologist, classroom teachers and school administrators in the delivery of services. The counseling department works with a community network that includes county services, business, industry, medical community and educational institutions. The counselor works closely with parents/guardians and appropriate agencies when working with students.

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

{Note: I added the “exception” clause (sentence 2) to the nondiscrimination statement above to comply with state law.}

LEGAL REF: Sections 118.13 Wisconsin Statutes

121.02 (1) (e)

PI 8.01 (2) (e), Wisconsin Administrative Code

PI 9.03 (1)

CROSS REF.:411-Rule, Student Discrimination Complaint Procedures

Approved:December 21, 2009

*NOTE:This policy draft is based on information in your current policy manual (Policy 363 – Approved 12/21/09). I recoded it as 364 for consistency with the WASB Code Index. I reorganized the content for clarity and to reduce duplication. I also revised the content for stylistic reasons and as outlined above.

SCHOOL DISTRICT OF MANAWA

370

CO-CURRICULAR ACTIVITIES AND PROGRAMS

The co-curricular program is considered a part of the school curriculum, educational in purpose and conduct. It affords opportunities for wholesome school-community relations under constructive conditions. The purposes of co-curricular activities include:

- ☐ Meeting the urge for competition and participation, which are basic American traditions;
- ☐ Promoting the physical, mental, moral, social and emotional well-being of each participant, with emphasis on the proper ideals of sportsmanship, ethical conduct and fair play;
- ☐ Encouraging leadership, use of initiative and good judgment by the participants; and
- ☐ Providing opportunities for developing positive school morale, being good hosts to visiting schools and exercising the qualities of fair play and courtesy.

School authorities shall inform the community regarding the purposes of the co-curricular program. The community should recognize that a co-curricular event is an integral part of the school program. If such activities cease to possess educational value, these should cease to be school functions.

Participation in co-curricular activities is a privilege that carries responsibility. Participation in co-curricular activities shall be governed by the established co-curricular handbook, that shall include eligibility and conduct rules and disciplinary measures for violations of such rules.

Co-curricular activities shall be planned to provide for as much student participation as possible. The Board encourages the full participation of elementary and middle school students in co-curricular and recreational programs and activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity (allows) allow.

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

{Note: I expanded the “exception clause” of the nondiscrimination statement to include “placing a student in a program or activity based on objective standards of individual performance” for compliance with state law.}

LEGAL REF.: Sections 118.13 Wisconsin Statutes

120.12(23)

120.13(1)

PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 377. Interscholastic Athletics

377.1, Attendance at State Tournaments

411-Rule, Student Discrimination Complaint Procedures

Co-Curricular Handbook

APPROVED: March 22, 1999

*NOTE: This policy draft is based on information in your current policy manual (Policy 370 – Approved 3/22/99). I revised it for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

374

STUDENT FUND-RAISING ACTIVITIES

Fund-raising activities by student organizations, clubs or classes, or by parent organizations using school facilities or resources, must have prior approval by the building principal and the faculty advisor or coach.

{Note: I added "coach" to the list of people who need to approve fund-raising activities since an athletic team is one type of student organization that may engage in fund-raising. If this is not applicable to your district, revise accordingly.}

Students shall not be permitted to sell items during school hours or on school premises on behalf of non-school-related organizations.

{Note: I replaced "in school" with "during school hours or on school premises" for further guidance. If this is not what was meant by "in school," revise accordingly.}

Funds raised by any student organization, club or class shall be processed through the appropriate financial accounting system and in accordance with the District's student activity funds management policy and procedures.

{Note: I added this paragraph for further guidance.}

Student participation in any fund-raising activity shall be strictly voluntary. When students participate in fund-raising, written parent/guardian permission shall be required for students under age 12, and physical accompaniment of a parent/guardian or person age 16 or older shall be required for students under age 9.

{Note: I added the requirements for students under age 12 and under age 9 for further guidance and compliance with section 103.23 and 103.64 of state statutes.}

LEGAL REF.: Sections 103.23 Wisconsin Statutes
103.64

118.12

CROSS REF.: 3770, Co-Curricular Activities and Programs
662.1, Student Activity Funds Management
840, Public Gifts to the Schools

APPROVED: March 1987

REVISED: September 20, 1999

*NOTE: This policy draft is based on information in your current policy manual (Policy 371 – Revised 9/20/99). I recoded it as 374 for consistency with the WASB Code Index. I revised it for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

377

INTERSCHOLASTIC ATHLETICS

Interscholastic athletics meet the urge for competition, which is a basic American tradition, but also teaches that a penalty follows the violation of a rule. This gives students an early understanding that participation in athletics is a privilege that carries responsibility.

The Board recognizes that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of each participant with emphasis on the proper ideals of sportsmanship, ethical conduct and fair play. Athletics should encourage leadership, use of initiative and good judgment by the participants.

In addition to providing opportunities for participants, interscholastic athletic programs provide opportunities for developing positive school morale, being good hosts to visiting schools and exercising the qualities of fair play and courtesy. The interscholastic athletic program should be considered a part of the school curriculum, educational in purpose and conduct.

The athletic program affords opportunities for wholesome school-community relations under constructive conditions. It is the responsibility of school authorities to inform the community regarding the purposes of the program. The community should recognize that an athletic contest is an integral part of the school program because of its educational values. If interscholastic athletics cease to possess educational value, then these should cease to be school functions.

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

{Note: I included a "full participation" statement to align with state legal requirements and to provide further guidance. State law requires boards to adopt a policy that encourages "full participation" of students in grades K-8 in extracurricular and recreational activities and programs, including athletics. This "full participation" provision is not required at the high school level since implementation is difficult with more stringent eligibility requirements and performance level considerations.}

The District shall maintain membership in the Wisconsin Interscholastic Athletic Association (WIAA) and the District's conference. The District shall abide by all WIAA and conference rules and regulations, and student athletes shall also be expected to abide by all eligibility and training requirements established by the Board and administration.

{Note: I added this provision to provide further guidance.}

No student shall be permitted to participate in any District sponsored interscholastic athletic team unless the student returns the concussion and head injury information sheet to the coach signed by the student and a parent/guardian, if the student is under the age of 19.

{Note: I added the provision on “concussion and head injury information” to comply with the new state law that addresses this topic. See section 118.293 of the state statutes.}

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

{Note: I expanded the “exception clause” of the nondiscrimination statement to include “placing a student in a program or activity based on objective standards of individual performance” for compliance with state law.}

LEGAL REF.:Sections 118.13Wisconsin Statutes

118.293

120.12(23)

120.13(1)

PI 9.03(1), Wisconsin Administrative code

CROSS REF.:370, Co-Curricular Activities and Programs

377.1, Attendance at State Tournaments

411-Rule, Student Discrimination Complaint Procedures

Athletic Code

APPROVED:September 1985

REVIEWED:March 1987

REVISED:February 15, 1999

*NOTE:This policy draft is based on information in your current policy manual (Policy 372 – Revised 2/15/99). I recoded it as 377 for consistency with the WASB Code Index. I revised it for stylistic reasons and as outlined above.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

377.1

ATTENDANCE AT STATE TOURNAMENTS

School District of Manawa Participating in Tournament

When a Manawa team/individual is competing in a music, athletic, or forensic tournament, the District shall provide transportation and meals for the participants, managers, authorized cheerleaders, and coaches/advisors directly involved. The administration shall establish a dollar amount per meal allowance. If the event requires staying overnight, the District shall provide lodging for the same personnel involved. The administration must approve the trip and expenses prior to the tournament.

All grade 9-12 coaches/advisors involved in the activity related to the tournament shall be allowed to attend the tournament and they shall have the same expenses covered as those coaches/advisors directly involved.

School District of Manawa Not Participating (Athletic Tournaments)

When a Manawa team/individual is not competing, the head coach may attend the events, but will be required to pay his/her own expenses (transportation, meals, lodging, etc.) except that attendance tickets will be furnished by the District. Junior varsity, assistant, and freshman coaches may be released from school to attend the tournament at the discretion of the District Administrator and the District will provide tickets for the events held when school is not in session.

Students Not Participating in Tournament

Students who are not direct participants in a tournament may be granted permission to attend the events provided they are in good standing with the school and have submitted a written statement from their parent/guardian to the school authorities requesting permission to be excused for the purpose of attending the tournament. A "Waiver of Supervision Form" with appropriate signatures shall also be submitted.

The release time for students to leave school for the tournament must be pre-approved by the principal.

{Note: Clarity if this section applies to all tournaments or only when the district is participating in the tournament.}

LEGAL REF.: Section 895.437 Wisconsin Statutes

CROSS REF.: 441, Student Conduct

APPROVED: December 20, 1993

REVISED: February 15, 1999

*NOTE: This policy draft is based on information in your current policy manual (Policy 372.1 – Revised 2/15/99). I recoded it as 377.1 for consistency with the WASB Code Index. I revised it for stylistic reasons.

WASB 2/2013

SCHOOL DISTRICT OF MANAWA

383

ANIMALS IN SCHOOL

The Board recognizes the benefits of having animals in the classroom as part of the learning process. The study of animals is a legitimate subject area for students to know and understand. Using live animals in the classroom or school is an effective instructional method to increase student awareness and interest in nature and the environment. Animals can also be used to increase students' interest in learning and support social and emotional growth.

When using animals as an instructional tool, the educational objectives shall be well planned in advance. When live animals are in the classroom or school, established District guidelines shall be followed for the health, safety and well-being of students, staff and the animals.

{NOTE: I rearranged the information so that paragraph 1 addresses the benefits of "having animals in the classroom" and paragraph 2 covers general expectations to be met. I deleted sentence 1 and 3 of the last paragraph since the information was redundant.}

Animals trained or being trained to assist individuals with disabilities will be allowed on school premises, including school buses, under safe and healthy conditions and in accordance with state and federal laws.

This policy does not pertain to animals under the control of public safety officials for educational, public relations or law enforcement purposes.

{NOTE: I added the two paragraphs above for clarity and compliance with legal requirements. A version of this information was included in the guidelines; however, having it in the policy makes it more prominent.}

LEGAL REF.: Sections 106.52 Wisconsin Statutes
120.13

121.02(1) (i)

252.21

254.56

TRANS 300.16, Wisconsin Administrative Code

PI 8.01(2)(i)

CROSS REF.: 383-Rule, Guidelines for Animals in School

110, District Vision/Mission

330, Curriculum Development and Evaluation

453.1, Emergency Nursing Services

453.3, Communicable Disease Control

720, School Safety Program

Emergency Nursing Services Handbook

APPROVED: November 20, 2000

*NOTE: This policy draft is based on information in your current policy manual (Policy 381 – Approved 11/20/2000). I recoded it as 383 for consistency with the WASB Code Index. I revised it for stylistic reasons and as outlined above.