



SHEBOYGAN AREA
— SCHOOL DISTRICT —

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, November 8, 2022

Starting Time: 6:00 – 6:25 p.m.*

CHAIR: Ms. Robbins

MEMBERS: Mr. Mancl, Vice Chair

Mr. Burg

Mr. Laster

(a quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, November 8, 2022 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 869 8584 1948 and Passcode: 217026 or <https://us06web.zoom.us/j/86985841948?pwd=QmRodzZjBTFQU2w3RHp4RFpnNWV6QT09> at the scheduled meeting time.

**REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA**

- 2 Min. 1. **NORTH HIGH SCHOOL BAND AND ORCHESTRA FIELD TRIP – Mr. Jacob Konrath**
(Information/Action)
- The administration recommends the approval of North High School students to travel to Orlando, Florida, March 24-28, 2023 to enhance the learning experience for North High School band and orchestra students and staff, as per Policy 2340.
- 5 Min. 2. **INTRODUCTION OF NEW COURSE – Mr. Jacob Konrath/Mr. Jim Renzelmann** (Information/Possible Action)
- The administration recommends the adoption of the following course for the 2023-2024 school year:
- Making a Difference (North) Grades 11-12
- 2 Min. 3. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2210 – CURRICULUM DEVELOPMENT – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 2210 – Program; Curriculum Development
- 2 Min. 4. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2240 – CONTROVERSIAL ISSUES IN THE CLASSROOM – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 2240 – Program; Controversial Issues in the Classroom

- 2 Min. 5. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 2522 - LIBRARY MEDIA CENTERS – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following new policy:
- Policy 2522 – Program; Library Media Centers
- 2 Min. 6. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5215 – MISSING AND ABSENT CHILDREN – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 5215 – Students; Missing and Absent Children
- 2 Min. 7. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5410 – PROMOTION, PLACEMENT, AND RETENTION – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 5410 – Students; Promotion, Placement, Retention
- 2 Min. 8. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5720 – STUDENT ACTIVISM – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 5720 – Students; Student Activism
- 2 Min. 9. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8451 – PEDICULOSIS (HEAD LICE) – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 8451 – Operations; Pediculosis (Head Lice)

**EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL
FIELD TRIP PRE-APPROVAL FORM**

- 1. Name of Group: North High School Bands and Orchestra
- 2. Date of Application: October 17, 2022
- 3. Person Making Application: Royal Gingery, Sara Bergman
- 4. School: North High School

- 5. Proposed Event: Music Trip to Orlando, Florida
- 6. Destination: Orlando, Florida
- 7. Dates of Travel: March 24-28, 2023
- 8. Purpose: Performance trip of the music programs
- 9. # of students (estimate): 63
- 10. # of chaperones: 20 + 2 teachers

- 11. Is this field trip a regional/national competition? Yes No
- 12. If yes, what are the qualifying criteria for participation?

13. Estimated Costs

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip	B. Cost by Funding Source																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"># of Students</td> <td style="width: 30%;">63</td> </tr> <tr> <td>Cost Per Student</td> <td>1790</td> </tr> <tr> <td>Total for all Students</td> <td>112770</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td># of Chaperones</td> <td>20</td> </tr> <tr> <td>Cost Per Chaperone</td> <td>1790</td> </tr> <tr> <td>Total for All Chaperones</td> <td>35800</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Total Cost of Trip</td> <td>148,570</td> </tr> </table>	# of Students	63	Cost Per Student	1790	Total for all Students	112770			# of Chaperones	20	Cost Per Chaperone	1790	Total for All Chaperones	35800			Total Cost of Trip	148,570	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Source</th> <th style="width: 30%;">Total</th> </tr> </thead> <tbody> <tr> <td>Students (\$ 1790 each)</td> <td>112770</td> </tr> <tr> <td>Chaperones (\$ 1790 each)</td> <td>35800</td> </tr> <tr> <td>Student Group/Fundraising</td> <td></td> </tr> <tr> <td>Grants</td> <td></td> </tr> <tr> <td>Building Funds</td> <td></td> </tr> <tr> <td>District/Central Admin Funds</td> <td></td> </tr> <tr> <td>Other - specify here:</td> <td></td> </tr> <tr> <td>Total Cost of Trip</td> <td>148,570</td> </tr> </tbody> </table>	Source	Total	Students (\$ 1790 each)	112770	Chaperones (\$ 1790 each)	35800	Student Group/Fundraising		Grants		Building Funds		District/Central Admin Funds		Other - specify here:		Total Cost of Trip	148,570
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Continued on next page . . .

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a. What activities will the students be engaged in while on the trip?

The ensembles will participate in a "studio session" experience at Universal Studios, working with nationally renowned conductor and sound engineers to replicate a professional studio session and create a soundtrack to the movie "Despicable Me." The students will also learn about the art of foley and how sound and effects are added to film; and will add their own sound effects to a movie scene. At the Walt Disney World resorts, the students will participate in a Disney "You're Instrumental" workshop where they will learn practical leadership and teamwork skills.

b. How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)

Students will be reviewing the video of their performance and critiquing the experience. They will assess the entire ensemble experience using the standard performance review form and rubric. The students will also be speaking with the middle school music students at Urban, Horace Mann, and Farnsworth about the North High music programs, the tour experience, and their memories about the experience.

c. How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?

The staff participating in this trip will use the experiences here in guiding instruction of future students and developing the ensemble skills of the students using the CMP model. This experience will also be used as a recruitment/retention tool so that students understand the importance trips of this nature have on representing our school and community as a whole, as well as developing advanced ensemble skills and marching performance elements.

d. Who will the chaperones be and how were they selected?

Mr. Gingery, HS Band Director will lead the tour of the bands.
Mrs. Bergman, HS Orchestra Director will lead the tour of the orchestras.

Additional chaperones were selected from among the band/orchestra parents and families. Priority is given to the parents of seniors and juniors first.

15. Verify that the appropriate documentation will be provided for this field trip.

a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip.

Yes No

b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

• Consent for Treatment of Student	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• Student Travel Notice and Consent form	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
<i>Royal Ginzberg</i>	Advisor	X		via email
<i>John Metzcek</i>	Principal	X		via email
<i>[Signature]</i>	Asst Supt – S&I	0		
<i>[Signature]</i>	Superintendent	X		
	Board of Education			

8/27/13
 New Form Number 9/18/14
 Updated 10/6/16

Course Addition/Revision Recommendation Form
Student and Instructional Services
Sheboygan Area School District

2220 F1

Department: English Course No: 1380

Course Title: Making a Difference: Language and Leadership # Credits: 0.5

Curricular Area: Applications of English to 21st Century Skills (primarily learning and innovation)

Grade Level(s): Recommended for 11-12

Course Length: x One Semester Year Long

Course Type: Basic x Regular Honors

Offered at: x North Only South Only North & South

Course will first be offered for the 2023-2024 school year.

Check One:

 Course Revision (No changes in length of course but major content revisions made)

x Course Addition (New course)

Please address the following in paragraph form in the space below. Please do not submit additional documents unless specified. The space below will expand as needed.

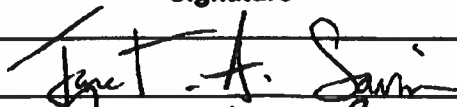
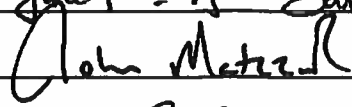

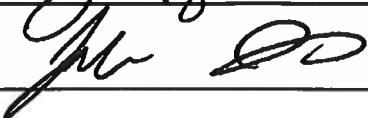
A.	Entrance Requirements (Any pre-requisite courses or other admission requirements): Must have earned at least a C in a core English course.
B.	Intended Student Grouping (Indication of ability level or other characteristics of students expected in the course): Course requires a high degree of accountability, as students will develop and implement a leadership project.
C.	Course Justification (Reasons why the course needs to be revised or is needed. Address student needs, societal expectations and/or legal requirements): Nationally, a leadership crisis has been identified based on data in the areas of leadership equity, capacity, quality, integrity, and development. Meanwhile, at the state and county levels, lack of leadership is of further concern in relation to documented talent "brain drain". In spite of 1) research suggesting that childhood and adolescence are the optimal times for shaping leadership developmental readiness and the formation of a healthy leader self-concept; 2) research suggesting that youth leadership experiences are associated with greater academic achievement and a more successful transition into adulthood; 3) the powerful links among youth leadership development, social and emotional learning, integrity, and 21 st -century life and career skills; and, 4) the Sheboygan Area School District's commitment to cultivating responsible citizenship, few local students have the opportunity to experience authentic, intentional, learning-goal-oriented leadership development via a guaranteed and viable curricular opportunity (vs. leadership in the performance-goal-oriented/management co-curricular model, such as student council). This course aims to address that unfilled need.

D.	<p>Course Description (A short summary of the course that can be used to explain it to students, parents, staff, and public – 75 words max.):</p> <p>This course introduces learners to leadership theory and practice. Students examine conceptions and theories of leadership, formulate a personal leadership mission, propose and implement one or more acts of transformational leadership, and evaluate the growth of their leadership knowledge, skills, and self-concept. Assessments align with English language arts standards in the areas of reading, writing, speaking, and listening and 21st-century skill standards in the area of leaning and innovation.</p>
E.	<p>Intended Learning Objective(s) (List of major learning objectives for students in this course):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define leadership, emergent leadership, and transforming leadership • Describe one or more examples of the leadership crisis • Articulate the relevance of leadership to their lives and society • Delineate the features of Bruns's transforming leadership theory and Kouzes's and Posner's leadership model • Identify core values and strengths, and formulate a core-values-based personal leadership mission statement • Develop and propose a problem-solving project • Collaborate with others in implementing an act of transforming leadership • Evaluate and reflect on the growth of their leadership knowledge, skills, and self-concept as well as other 21st century, emotional, and social skills
F.	<p>Course Content Scope and Sequence (An outline and proposed timeline of what will be taught in the course; <i>outline and proposed timeline can be submitted as a separate document</i>):</p> <ol style="list-style-type: none"> I. The meaning of leadership (weeks 1-2) <ol style="list-style-type: none"> A. Deconstructing leadership B. Emergent leadership and everyday leadership C. Leadership role models and narratives D. Forming a healthy leader self-concept and growth mindset E. The leadership crisis II. Theories of Leadership (weeks 2-3) <ol style="list-style-type: none"> A. Leaders are born: Great Man and trait approaches B. Leaders are made: behavior and situational approaches C. The leader-follower relationship: servant and transforming approaches III. Leadership theory research and reports (week 4) IV. Values, visions, and leadership (weeks 5-6) <ol style="list-style-type: none"> A. Values, visions, missions, and action plans B. Core values survey C. Strength and opportunities D. The personal leadership mission statement V. Problem solving and project proposals (week 7) VI. Collaborating in designing an act of transforming leadership (week 8)

	<p>VII. Implementing an act/s of transforming leadership (weeks 9-15)</p> <p>VIII. Final Reports</p>
G.	<p>Instructional Resources (A list of instructional resources that will be used during the course – i.e. textbooks, on-line resources, community resources, etc.):</p> <p>Kouzes, James, and Barry Posner. <i>The Truth about Leadership</i>. San Francisco, CA: Jossey-Bass, 2010</p>
H.	<p>Student Assessment Plan (What standards and criteria will be used to evaluate student attainment of the learning objectives?):</p> <p><u>Common Core State Standards Alignment (CCSS-ELA)</u></p> <ul style="list-style-type: none"> • Reading Information Text 2: Determining central ideas • Reading Information Text 6: Analyzing author’s use of rhetoric • Reading Information Text 8: Evaluating arguments • Writing 1: Supporting claims • Writing 4: Producing writing • Writing 5: Developing writing • Writing 6: Using technology • Writing 7: Conducting sustained research • Speaking and Listening 1: Collaborating with diverse partners • Speaking and Listening 2: Integrating diverse media • Speaking and Listening 4: Presenting Information • Language 1: Demonstrating conventions <p><u>Partnership for 21st Century Skills (P21) Standards Alignment</u></p> <ul style="list-style-type: none"> • Learning and Innovation Skills: Creativity and innovation • Learning and Innovation Skills: Critical thinking and problem solving • Communication and Collaboration Skills • Life and Career Skills: Flexibility and adaptability • Life and Career Skills: Initiative and self-direction • Life and Career Skills: Productivity and accountability • Life and Career Skills: Leadership and responsibility <p><u>Basic Rubric</u></p> <ul style="list-style-type: none"> • Formative assessments (30%): readings and written responses, formal discussions and speeches, leadership strengths/values inventories • Summative assessments (60%): leadership mission statement, written and spoken project proposal, leadership project implementation and assessment • Service hour journal (10%)
I.	<p>Costs (What are the costs associated with the changes or implementation of the new course? – i.e. instructional resources, equipment, necessary professional development, room modifications, etc.):</p> <p>\$400 (optional): If funds are available, purchase could be made of a class set of Kouzes and Posner text (above).</p>

Course Addition/Revision Recommendation Form
 Student and Instructional Services
 Sheboygan Area School District

2220 F1

Reviewed By	Signature	Date	Approval - Y/N
Department Chairperson		10/24/2022	Y
Building Principal(s)		10/24/22	Y
Curriculum Area Director/Coordinator of Instructional Services		10/26/22	Y
Asst. Supt. of Student & Instructional Services		10/26/22	Y

Book	Policy Manual
Section	2000 Program
Title	CURRICULUM DEVELOPMENT
Code	po2210*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

2210 - **CURRICULUM DEVELOPMENT**

The Board recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the District Administrator.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- B. the plan for learning necessary to accomplish the educational goals of the District; and
- C. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. be consistent with 118.30 Wis. Stats., by incorporating State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. in the elementary grades, provides regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;
- J. in grades 5 to 8, provides regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music;

- K. in grades 9 to 12, provides access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music;
- L. provides regular instruction in foreign language in grades 7 and 8;
- M. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in ~~Wis. Stats.~~ 253.15 (5), Wis. Stats.;
- N. incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
- O. **at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocides effective with the 2022-2023 school year;**
- P. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades; and
- Q. provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro- Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The District Administrator shall make progress reports to the Board periodically.

The District Administrator may conduct such innovative pilot programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.

The District Administrator shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs.

Unless the Board disapproves, the District Administrator may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the District Administrator to pursue actively State and Federal aid in support of the District's innovative activities.

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Legal 118.01, 118.24, 121.02(1)(L), Wis. Stats.
PI 8.01(2)(L)

Book	Policy Manual
Section	2000 Program
Title	CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	po2240*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

2240 - CONTROVERSIAL ISSUES IN THE CLASSROOM

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the District. It is the policy of the Board of Education to incorporate in the curricula of the District considerations of controversial issues relevant to the respective curricula. Free discussion of controversial issues is vital to students' learning and understanding of the American democratic system.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem-solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues, and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic **on which opposing points of view have been promulgated by responsible opinion and/or** likely to arouse both support and opposition in the community. **These issues may range across a wide spectrum of political, social, economic, and religious topics. Controversial issues are those having one or more answers which are objectionable to a degree to some groups of people. They involve conflicting proposals for dealing with important problems.**

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program does not cause a substantial disruption in the school environment.

Consideration of controversial issues prepares students for intelligent and conscientious participation in a democratic society. Students learn to:

- A. **analyze current problems;**
- B. **gather and organize pertinent facts;**
- C. **distinguish between fact and opinion;**
- D. **detect propaganda;**
- E. **identify prejudice;**
- F. **draw intelligent conclusions;**
- G. **respect the opinions of others;**
- H. **respect the rights of minorities;**
- I. **clarify their own viewpoints.**

In instruction about controversial issues, teachers shall:

- A. **Express their personal opinions, if they wish, but emphasize that they are opinions rather than facts.**
- B. **Handle only those questions that come within the range of knowledge, maturity, and competence of students.**
- C. **Select problems and issues that are current, significant, and interesting.**
- D. **Obtain materials which examine all sides of an issue.**
- E. **Recognize individual differences in the maturity of students.**
- F. **Uphold, protect, and defend the basic freedom of our democratic way of life.**
- G. **Get authorization from the building principal when a non-teaching or non-student speaker(s) is going to discuss a controversial issue or when a topic of uncertain propriety is going to be discussed.**
- H. **Not attempt to limit the judgment to their students on controversial topics.**
- I. **Not indoctrinate students in favor or against religious or sectarian beliefs.**
- J. **Not allow more time for class discussion of controversial issues than is needed and productive.**
- K. **Not create discord among students nor embroil the students in bitter conflicts and dissidence.**

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to the school environment.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view. Teachers should be mindful that this does not permit them to offer opinions on topics which would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing personal opinions in the classroom.

The Board recognizes that a course of study or certain instructional material may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.

~~In selection of materials for teaching about controversial issues, professional staff shall consider the same objectives as for the selection of library/media-center resources in Policy 2521. If materials used for instruction about controversial issues are challenged, the request for reconsideration procedures of Policy 9130 shall be followed.~~

The District Administrator shall develop administrative guidelines for dealing with controversial issues. (See also Policy 3310 – Freedom of Speech in Noninstructional Settings)

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Legal

Garcetti v. Ceballos, 126 S. Ct. 1951 (2006)

Book	Policy Manual
Section	2000 Program
Title	Library Media Centers
Code	po2522*pdw
Status	First Reading
Last Revised	April 26, 2022

2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. The Board shall adopt a long range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

The major goals of the District's school library media centers are:

- A. **To support and enrich the District's standards and benchmarks;**
- B. **To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;**
- C. **To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;**
- D. **To provide the appropriate technology and equipment for information retrieval, resource sharing, classroom instruction, and student and teacher use;**
- E. **To promote and support the appropriate use of technology for interpreting and communicating intellectual content;**
- F. **To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;**
- G. **To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;**
- H. **To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.**

The District Administrator shall establish procedures consistent with the District's long range plan for library services development related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests.

Requests, Suggestions, or Complaints

Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints.

Parental/Police Access to Library Information

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request (see Form 2416.01 F1), library records relating to the use of the library's documents or other materials, resources or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that are pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges.

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Legal 43.30, 43.72, 121.02(1)(h) Wis. Stats. PI 6, 8

Book	Policy Manual
Section	5000 Students
Title	MISSING AND ABSENT CHILDREN
Code	po5215*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

5215 - MISSING AND ABSENT CHILDREN

It is the intent of this Board of Education to cooperate with local, State, and National efforts to decrease the number of missing children. **For the purposes of this Policy, the following definitions apply:**

"Absent child" means a child that left the child's parents or approved placement through social services and whose whereabouts are known, but who refuses to return. This involves children who are runaways, but not known to be missing.

"Missing child" means a child whose whereabouts are unknown, which may include abducted children who have been abducted by a non-custodial parent, a victim of human trafficking, or another unknown circumstance.

~~The District Administrator is instructed to establish administrative guidelines whereby a student lacking records is admitted into the school followed by notification of the police rather than refusing entrance and notification of authorities. Such a procedure may reduce the risk of removal of the student from the area.~~

The District Administrator and/or building principals shall permit entrance into the school a student lacking records or identification as a student, and shall assure that the child remains in the building office area until law enforcement or social services is notified and takes custody of the child. Such a procedure reduces the risk of removal of a missing or absent child from the area before intervention by law enforcement or social services.

Procedures in this policy are to be implemented in coordination with Policy 5111.01 - Homeless Students.

Book	Policy Manual
Section	5000 Students
Title	PROMOTION, PLACEMENT, AND RETENTION
Code	po5410*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

5410 - **PROMOTION, PLACEMENT, AND RETENTION**

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

The District Administrator shall develop administrative guidelines for promotion, placement, and retention of students which:

- A. ensure students who are falling seriously behind their peers or who may not be promoted receive the special assistance they may need to achieve the academic outcomes of the District's core curriculum;
- B. require the recommendation of the relevant staff members for promotion, placement, or retention;
- C. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- D. assure that efforts are made to remediate the student's difficulties before s/he is retained;
- E. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student.

Promotion from Grade 4 and Grade 8

For Unified, Common and K-8 Districts

A student shall be promoted from 4th to 5th grade when the student meets the following criteria:

- A. **the student's score on the 4th grade examination, unless the student has been excused from taking the examination;**
- B. **the student's academic performance;**
- C. **recommendations of teachers, which are based solely on the student's academic performance.**

A student shall be promoted from 8th to 9th grade when the student meets the following criteria:

- A. **the student's score on the 8th grade examination, unless the student has been excused from taking the examination;**
- B. **the student's academic performance;**
- C. **recommendations of teachers, which are based solely on the student's academic performance.**

Students that do not meet the above criteria will not be promoted to 5th or 9th grade.

~~The Board directs the District Administrator to prepare a list of specific criteria for promoting students from the 4th and 8th grades. The criteria shall include the student's score on the 4th and 8th grade examination, unless the student has been excused from taking the examination; the student's academic performance; the recommendations of teachers which shall be based solely on the student's academic performance; and any other academic criteria recommended for Board consideration.~~

~~The criteria shall apply to charter schools in the Distric~~

~~The Board will promote only those 4th and 8th grade students who have satisfied the criteria.~~

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118.33(6), Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	STUDENT ACTIVISM
Code	po5720*pdw
Status	First Reading
Adopted	October 22, 2013

5720 - **STUDENT ACTIVISM**

It is the policy of the Board ~~of Education~~ to allow encourage students to express opinions and ideas, take stands, and support policies, publicly or privately, orally and in writing. Students may be given this opportunity for expression through established school media. Such expression should not interfere with the educational program, ~~or~~ present a health or safety hazard, or violate Board policy. Students may advocate change of law or school regulations and pursue their advocacy through lawful means by due process means.

Students may not use obscenity, slanderous or libelous statements, or disruptive tactics, or advocate violation of the law or school policy or guidelines regulations. (See Policy 5520 - Disorderly Conduct)

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Book	Policy Manual
Section	8000 Operations
Title	PEDICULOSIS (HEAD LICE)
Code	po8451*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	February 22, 2022

8451 - **PEDICULOSIS (HEAD LICE)**

Head lice are present in the community at all times and can be particularly prevalent among pre-school and elementary school-age children. Lice are a nuisance, but do not spread disease. Control of lice infestation is best handled by adequate treatment of the infested person ~~their immediate and head inspection of~~ household ~~members~~ and other personal contacts. Contracting head lice is not an indicator of cleanliness or socioeconomic status.

Communication from the school to parents directly and through parent and classroom education to the students will help increase the awareness for both parents and the child. It is the responsibility of the parent(s) to check their child's head on a regular basis for signs of head lice and treat adequately and appropriately as necessary. Control depends on prompt case finding and effective treatment.

If a child in the District is found to have head lice or untreated nits, school staff will notify the parent and ask to pick the child up at the parent's earliest convenience and administer an FDA-approved lice treatment (e.g., pediculicide/ovicide), treatment by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. The child will remain in the classroom until able to be picked up by the parent. ~~the child's parent will be contacted to have the child treated. Immediate removal of the child from school is unnecessary. After treatment and upon returning to school, the child will be examined by the school health staff or Principal. The District practices a policy of no live lice as a criteria for return to school.~~

Students may return to the classroom after the appropriate use of an FDA-approved lice treatment (e.g., pediculicide/ovicide), or the Centers for Disease Control treatment options by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. After treatment and upon returning to school, the child will be examined by the school health staff, other designated staff members or principal. The District practices a policy of "no live lice" as a criterion for return to school. ~~and Prevention. (2019). Head lice general information. [HTTP://www.cdc.gov/parasites/lice/head/gen_info/faqs.html](http://www.cdc.gov/parasites/lice/head/gen_info/faqs.html) <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statments/ps-head-lice>~~

T.C. 8/3/21

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Legal Centers for Disease Control and Prevention. (2019). Head lice general information. http://www.cdc.gov/parasites/lice/head/gen_info/faqs.html
<https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-head-lice>