

**Board of Education
Cochrane-Fountain City School District
Policy Committee
Policies for Review/Adoption
March 20, 2019**

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Recruitment and Hiring of the District Administrator

Policy 221

The School Board shall direct the process for recruiting and hiring the District Administrator. A District Administrator may be employed only by a majority vote of the full membership of the Board.

As soon as it is known that the District may need to recruit and select a new District Administrator, the Board will hold a meeting (or multiple meetings, if needed) to identify key process steps and timelines. The Board may wish to consider issues such as the following during such meetings:

1. Verification that the position description remains current and that it accurately reflects the Board's goals and expectations for the position.
2. Whether the Board wishes to provide any information in the specific postings/recruitment announcements that will supplement the position description (e.g., additional preferred qualifications and attributes, compensation information, etc.)
3. Identification and review of general process options (e.g., processes used in the past, processes used in other school districts, etc.), including processes related to seeking candidates, screening applications, conducting interviews, and conducting criminal, professional and personal background checks.
4. Whether the Board will form an ad hoc district administrator recruitment committee, and, if so, what responsibilities it will assign to the committee.
5. Whether it is practical and desirable to involve the outgoing administrator in (a) establishing the recruitment and selection process; (b) actively participating in the process; or (c) planning and executing specific leadership transition activities.
6. If the District has actively implemented a leadership succession plan in connection with an anticipated opening and evaluated how that plan may affect the overall recruitment and hiring process.
7. Whether the Board wishes to engage the services of a third-party consultant.
8. Review of the current district administrator employment contract, involving legal counsel as necessary or desirable.
9. Communications, staff involvement, and community relations aspects of the recruitment and selection process.

To the extent permitted by law, the Board or a Board-assigned committee may conduct candidate interviews, evaluate candidates, identify its preferred candidate(s), and address issues related to contract negotiations in properly-noticed closed session meetings.

The Board may extend a conditional offer of employment to a candidate for the position of District Administrator that contains contingencies that need to be satisfied. Examples of such contingencies include obtaining a release from any other conflicting employment contract, completion of background checks, satisfactory completion of any mandatory medical examination, or reaching final contract terms that are mutually acceptable to both parties. Any conditional offer of employment that includes an unsatisfied contingency (including any of those listed above) is revocable by the Board if the Board determines that the contingency has not been appropriately and timely satisfied. Further, the Board shall not execute any employment contract with any candidate until all outstanding contingencies have been satisfied, unless District legal counsel renders an opinion that the contingency has been adequately incorporated into the individual's contract and that the contract is either voidable or can be terminated at the discretion of the Board if the contingency is not satisfied as required by the contract.

Legal References:

Wisconsin Statutes

- Section 19.36(7) [public disclosure of applicants for local public office]
- Section 66.0502 [employee residency requirements prohibited]
- Subch. II of Ch. 111 [the state fair employment law]
- Section 118.19 [licensure, generally]
- Section 118.24 [administrator contracts]
- Section 121.02(1)(a) [school district standard; employ teachers, supervisors and administrators with appropriate license/certification]

Wisconsin Administrative Code

- PI 8.01(2)(a) [school district standard; assure proper license/certification is on file]
- PI 34 [licensure requirements]

Federal Laws

- Americans with Disabilities Act [nondiscrimination on the basis of disability; ability to perform essential functions of the job with or without reasonable accommodations]

Cross References:

Adoption Date: March 20, 2019

Administrator Contracts Policy 222

This policy applies to all positions of employment in the District for which the employee and the School Board execute an administrator contract that, by law, is subject to sections 118.24(5) to (7) of the state statutes, including the District Administrator. Within this policy, such positions of employment and the individuals holding such positions shall be referred to as “administrators.”

To the extent required by state law, no administrator may be employed or dismissed except by a majority vote of the full membership of the Board. The Board and each administrator employed by the Board will mutually execute a written employment contract. However, the Board shall not enter into an employment contract with any administrator for any period of time as to which the individual is already under a contract of employment with another school board.

The maximum term, renewal, nonrenewal, and possible extension of each administrator contract shall be governed by applicable state law, by the discretionary decisions of the Board permitted by state law, and by the rights and obligations that are established within the contract itself. The Board shall formally approve (or reject) any proposed modification to, or the termination of, any administrator contract.

The Board shall approve the contractual salary and establish the other contractual and non-contractual compensation of the administrators who are employed by the District. The Board’s ability to individualize certain aspects of administrator contracts, including certain aspects of the structure and levels of an administrator’s benefits and total compensation, is limited by various state and federal laws. Not all terms and conditions of an administrator’s employment are contractual. To the extent consistent with state and federal law, such non-contractual terms and conditions of employment remain subject to the managerial discretion of the Board and the District at all times.

The Board President and Clerk, or such other Board officers as may be alternatively designated by the Board: (1) shall execute the District Administrator’s Board-approved contract on behalf of the Board; and (2) any other administrator’s Board-approved contract.

If any administrator does not continuously hold a license that is required by law or by his/her employment contract, or if he/she is otherwise not legally eligible to hold the position identified in his/her contract, then (1) he/she shall be considered to be in material breach of the contract which may lead to termination; and/or (2) the contract may be void or voidable to the extent required or permitted by law. Each administrator who is required to be licensed (i.e., certified) by law, or as a condition of employment established by the District, shall provide a copy of his/current license(s) and any subsequent renewal or extension to the District Administrator’s Office, where such license(s) shall remain on file. Each administrator is personally and solely responsible for remaining appropriately and continuously licensed in good standing by the Department of Public Instruction throughout his/her employment, including knowing the expiration date of his/her license(s) (if any) and meeting all applicable requirements for maintenance/renewal in a timely manner.

Legal References:

Wisconsin Statutes

- Section 66.0502 [employee residency requirements generally prohibited]
Section 111.31 [declaration of fair employment policy]
Section 118.24 [administrator contracts]
Section 121.02(1)(a) [school district standard; employ teachers, supervisors and administrators with appropriate license/certification]

Wisconsin Administrative Code

- PI 8.01(2)(a) [school district standard; assure proper license/certification is on file]
PI 34 [licensure requirements]

Federal Laws

- Americans with Disabilities Act [nondiscrimination on the basis of disability; ability to perform essential functions of the job with or without reasonable accommodations]

Cross References:

Adoption Date: March 20, 2019

Administrator Professional Development Opportunities

Policy 223

The District's professional development plan for licensed employees, which shall be developed or updated at least annually under the leadership and supervision of the District Administrator, shall include a section addressing the professional development needs of licensed administrators.

Administrators are expected to maintain high standards of knowledge, skills, and professional competency and practice. Accordingly, subject to applicable budgetary constraints and appropriate supervisory approval, administrators are encouraged to continue their professional growth through the following:

1. Active involvement in formal and informal professional learning communities both within and outside the District;
2. Use of a wide range of technology-based resources;
3. Leading professional development activities for District employees or other educators;
4. Participation in conventions, programs, professional meetings and other activities conducted by administrator associations, government agencies, and other entities that actively serve public schools and educators;
5. Seminars, workshops, and courses offered by institutions of higher education; and
6. Other formal and informal professional development activities, including any activities appropriate for the particular administrator that may already be included in the District's staff development plan for licensed employees.

Expenses directly related to an administrator's qualifying professional development activities will be paid for or reimbursed by the District to the extent and in the manner provided by applicable District procedures, including all procedures that relate to (1) obtaining supervisory approval for specific activities, costs, and any time away from work; and (2) the submission of complete and timely documentation of qualified expenses. The submission of any inappropriate or unreasonable costs or expenses for payment by the District may affect the administrator's evaluation and/or result in discipline.

Administrators are expected to use the District's performance evaluation process as an opportunity for direct discussion between the administrator and his/her supervisor/evaluator concerning the standards, content areas, and/or specific activities that would be most beneficial for the administrator to consider as a focus for his/her upcoming professional development activities.

Because administrator professional development will often be more self-directed and rely more heavily on external resources, relationships, or affiliations than may be the case for non-

administrative personnel, such discussions are particularly important as a means for administrators to share ideas and gain awareness of sources for high-quality professional development activities.

DISTRICT ADMINISTRATOR PROFESSIONAL DEVELOPMENT

The District Administrator has heightened responsibility, relative to other employees, to self-monitor his/her own professional development activities to ensure that they do not interfere with the appropriate performance of his/her other duties and that any District costs remain in line with Board expectations and established budgetary parameters. The District Administrator shall adhere to established procedures regarding approval of professional development activities, costs, and expenses. When traveling, the District Administrator shall ensure that he/she makes appropriate arrangements regarding his/her contact information and for any appropriate in-District leadership designations that will apply in his/her absence.

The District Administrator shall, at least annually, prepare and present to the Board a proposal for his/her own professional development activities, which shall be consistent with this policy and with the District-wide professional development plan for licensed employees. In consultation with the District Administrator, the Board may approve, reject, or modify the proposal. The proposal may identify specific activities along with their expected costs, and it may also identify general goals that could be pursued through a variety of activities as different opportunities arise.

Legal References:

Wisconsin Statutes

Section 118.24(5) [attendance at conventions by selected administrators]

Section 121.02(1)(b) [professional staff development plan]

Wisconsin Administrative Code

PI 8.01(2)(b) [professional staff development plan]

PI 34.003 [DPI's administrator standards]

PI 34, Subchapter V [stages of licensure, including orientation and mentoring requirements]

Cross References: SP1; 8/14/18

Adoption Date: March 20, 2019

Board-Administrator Roles and Working Relationship

Policy 224

The School Board and the District Administrator share responsibility for working together to provide effective leadership for the School District. Accordingly, the Board and District Administrator likewise share responsibility for the goal of developing and maintaining a productive, mutually-respectful working relationship.

While the Board's and the District Administrator's leadership roles are different, they are complementary and involve a degree of overlapping duties and responsibilities.

As the elected representatives of the community and as the highest-level governing authority in the District, the Board's primary leadership role involves establishing the District's mission, goals, strategic priorities, governance policies, and annual budgets, and then providing the necessary support, oversight, and advocacy to foster and monitor their proper implementation.

As a highly-skilled professional educator and as the Board-selected chief administrator, the District Administrator's role includes (1) prudently leading and managing the District's schools, programs, and operations on a day-to-day basis in a manner that implements and that is consistent with the Board's governance decisions; (2) assisting the Board in performing its governance role, including by making significant contributions to the establishment the District's goals, priorities, policies, and budgets; (3) overseeing the design, implementation, and review of learning standards, curriculum, and professional practice in the District; and (4) setting the expectations and accountability structures for other staff members that the District Administrator will ultimately use to demonstrate his/her own accountability to the Board.

The District Administrator and Board will work to develop, and refine as needed, their shared understanding regarding (1) their respective roles; (2) the extent, methods, and timing of communication between the Board and the administration; and, (3) especially where not otherwise definitively addressed by applicable law or by existing policies and procedures, their respective spheres of decision-making authority. When either the Board or the District Administrator has concerns regarding the effective functioning of the leadership team, each is expected to identify those concerns to the other members of the leadership team and to attempt to identify appropriate means by which the leadership team can address those concerns. An important primary, but not exclusive, means for the Board to bring such issues to the attention of the District Administrator is through the performance evaluation process.

Legal References:

Wisconsin Statutes

Section 118.24 [district administrator duties]

Section 120.12 [school board duties]

Section 120.13 [school board powers]

Cross References: WASB SP1; 3/14/16

Adoption Date: March 20, 2019

Board-Administrator Roles and Working Relationship

224-Rule

In addition to other responsibilities or expectations that the School Board may identify, the Board's expectations for its working relationship with the District Administrator include the following:

1. The District Administrator shall be prepared to provide the Board with a timely recommendation and supporting rationale regarding decisions that are presented for Board action. Such recommendations are intended to promote the Board's understanding of the relevant issues and to encourage a robust, professional dialogue regarding such decisions.
2. Once the Board makes a decision, it becomes the decision of the Board and the administration. The District Administrator, along with other administrative and managerial-level employees, will support lawful Board decisions by carrying out the decisions to the best of their ability and by not engaging in conduct that serves to undermine a decision, notwithstanding any professional or personal disagreement with the decision.
3. The District Administrator shall exercise sound professional judgment in identifying issues, incidents, and other information of which all members of the District's leadership team need to be aware, and in deciding when and how to appropriately communicate such information to the Board.
4. The District Administrator shall treat all members of the Board even-handedly.

The Board's further expectations for itself, and for which the community should hold its elected representatives accountable, include the following:

1. Through its policies, the Board recognizes that the sound functioning of the District and the achievement of the District's goals require shared responsibility for leadership and the delegation of significant responsibility to (and through) the District Administrator. Should the District Administrator raise a concern to the Board regarding the Board's performance of its primary leadership role or a concern that the Board is intruding too far into the administrative role, the Board owes a duty to the community to give such concerns due consideration.
2. The Board should use its authority as a governing body to limit and diffuse actions by individual Board members that contravene the will of the Board majority and that, in the judgment of the Board, are serving to inappropriately undermine the effectiveness of the District's leadership team.
3. In the event of a disagreement with an administrative recommendation or decision, the Board expects that the interaction among the Board members and administrators will remain respectful.

4. The Board will work with the District Administrator to achieve a resolution to complaints, concerns, or controversies that may arise in a manner that is consistent with each other's respective roles and with established policies and procedures. Individual Board members, in particular, have a responsibility to ensure that they are referring complaints, concerns, or controversies through appropriate channels and not attempting to investigate and resolve such issues in a manner that exceeds their individual authority.

Cross Reference: SR1; 3/14/16

Adoption Date: March 20, 2019

Development of Administrative Rules

Policy 253.1

Administrative rules shall be developed, approved, implemented and reviewed as necessary by the District Administrator to provide further guidance in the implementation of Board policies and day-to-day operation of the school and programs. While retaining overall accountability for and oversight of such rules, the District Administrator may further delegate such responsibilities to other administrators and supervisors. The Board encourages the involvement of other affected staff persons and stakeholders in the process of developing or modifying administrative rules. All administrative rules shall be consistent with applicable Board policies and legal requirements.

The Board itself shall formulate and adopt administrative rules when specific state laws require Board adoption and also may do so when the District Administrator recommends Board adoption in light of considerations such as strong community attitudes or probable staff reaction.

The District Administrator or designee shall review administrative rules on a regular basis to determine their effectiveness and to maintain continual compliance with Board policies. The Policy Committee shall be informed of all administrative rule changes. The decision to notify the full Board of any major changes in administrative rules shall be determined by the Policy Committee. The Board shall review administrative rules when required by law. In addition, the Board reserves the right to review, modify and veto administrative rules should the Board find the rules are inconsistent with Board policies or applicable legal requirements, or upon determining that such action is in the best interests of the school district.

Formal administrative rules shall be defined in written form and organized for easy use. In authorizing the District Administrator to specify such written regulations, the Board in no way intends to limit the authority of administrative and supervisory personnel to issue other directives, establish other responsibilities and expectations, or define other practices and procedures as may be lawful, prudent and consistent with Board policy for the sound management of the District. Similarly, certain aspects of the day-to-day management and operation of the District require the exercise of discretion such that it may be either impracticable or imprudent to attempt to reduce the matter to a formal policy or rule. Applicable legal authority, Board policies and administrative rules shall guide and provide the framework for the exercise of such discretion.

Legal References:

Wisconsin Statutes

Section 120.13 [power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

Cross References: SP1; 2/1/11

Adoption Date: March 20, 2019

Employee Manual

Policy 253.2

The District's Employee Manual contain provisions that are derived from or reflective of a variety of sources, including applicable laws and regulations, District policies and procedures, and statements of managerial expectations for employees. The provisions of the Employee Manual also serve a variety of purposes, including the following:

1. Establishing the District's compliance with certain legal requirements;
2. Giving notice of certain rights, responsibilities, and obligations;
3. Identifying certain conditions of employment; and
4. Serving as a reference document for various employment-related practices and procedures.

Neither the Employee Manual as a whole, nor any specific provision within the Manual:

1. Constitutes or creates an employment contract, or any other type of contract, between the District and any employee;
2. Modifies, adds to, or subtracts from the terms of any contract that may be held by an individual employee, except to the extent that such contract expressly incorporates one or more Employee Manual provisions by reference;
3. Is intended to create or confer a property interest in any person's continued employment with the District; or
4. Is intended to create or confer any third-party rights or causes of action to persons who are not District employees, except as strictly required by applicable law.

Employee Manual provisions are subordinate to conflicting provisions of any applicable state or federal law or regulation, any School Board-approved individual employment contract, or any Board-ratified collective bargaining agreement. Accordingly, changes in applicable laws, regulations, or contracts may supersede, modify the application of, or eliminate certain provisions found in the Employee Manual.

To the fullest extent permitted under the law, the District, as the employer, reserves the right to modify the provisions of the Employee Manual at its discretion at any time. The Board will normally be responsible for approving (or rejecting) proposed modifications to an Employee Manual. However, the Board may designate particular sections or specific provisions of an Employee Manual as administrative rules/procedures. Following such a designation, those sections or provisions of the Manual may be modified (including being suspended, repealed, or removed) upon the approval of the District Administrator or his/her administrative-level designee.

Where a provision of the Employee Manual represents the entirety of, an excerpted portion of, or

a direct summary of a separately-maintained Board policy or Board-adopted rule, any Board-adopted change to such Manual provision shall simultaneously amend the associated Board policy or rule, and any Board-adopted change to the associated policy or rule shall simultaneously amend the applicable Manual provision(s).

The current version of the District's Employee Manual(s) shall be accessible to employees on the District's website.

Board Expectations for Employees Related to the Employee Manual

All District employees are subject to and are expected to review and follow the provisions of the Employee Manual that are applicable to their position and role.

Legal References:

Wisconsin Statutes

Section 120.13 [power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

Cross References: SP1; 3/14/16

Adoption Date: March 20, 2019

Student-Parent Manual

Policy 253.3

The District's student-parent manual is intended to provide information for the benefit of students, parents and guardians, staff and other interested persons in the school community. Student-parent manuals serve a variety of purposes including the following:

1. Giving notice of certain policies, rules, rights, responsibilities, and obligations;
2. Serving as a reference document for various school-related practices, procedures, and expectations; and
3. Establishing the District's compliance with certain legal requirements.

The District Administrator shall be responsible for ensuring that the District maintains, updates, and periodically reviews the student-parent manual each school year. The District Administrator shall ensure that the student-parent manual is presented to the School Board annually, prior to the start of each school year along with a list of changes that have been made from the previous student-parent manual.

Student-parent manual provisions are subordinate to conflicting provisions of any applicable state or federal law or regulation and shall be consistent with applicable Board-adopted policies, rules, and directives. Within these parameters, the District Administrator, or his/her administrative-level designee, has authority to approve and implement changes to the content of student handbooks without seeking advance approval from the School Board. The District Administrator shall keep the Board informed of any changes to the student-parent manual which are made during the school year.

Where a student-parent manual provision represents the entirety of, an excerpted portion of, or a direct summary of a separately-maintained Board policy or Board-adopted rule, any Board-adopted change to the associated policy or rule shall simultaneously amend the applicable student handbook provision(s).

The current version of the District's student handbook(s) shall be accessible to the public on the District's website.

Legal References:

Wisconsin Statutes

Section 120.13 [power to do all things reasonable for the cause of education, including making rules for the organization, gradation and government of the schools]

Cross References: SP1; 3/14/16

Adoption Date: March 20, 2019

Services for English Learners

Policy 342.7

The School Board recognizes that within the District there are students whose primary language is not English. The Board shall provide appropriate educational and support services for these students to help them acquire English language skills that will enable them to function successfully in an all English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English learners (EL) in accordance with legal requirements and established District procedures. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually based on student need.

Decisions regarding the administration of state-required tests to EL students shall be made on a case-by-case basis. Any EL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities. Exemption of an EL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

Parents and guardians of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent or guardian understands them.

Students shall be exited from EL programs or services when they have met the District guidelines and state criteria for English proficiency. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for EL students. Former EL students shall be monitored for two years after exiting the program. If during that time, it is determined that the student was exited from the EL program prematurely, he/she shall be placed back in the program.

Legal References:

Wisconsin Statutes

- Section 115.96 [determining count of limited-English proficient students; establishing bilingual-bicultural programs]
Section 115.97 [bilingual-bicultural programs required]

- Section 118.13 [student nondiscrimination]
Section 118.30(2)(b)2 [state assessments; accommodations for limited-English proficient students]
Section 121.02(1)(r) [school district standard; standardized 3rd grade reading test]
Section 121.02(1)(s) [school district standard; state assessments]

Wisconsin Administrative Code

- PI 8.01(2)(r) [standardized 3rd grade reading test; procedures required for testing limited English proficient students]
PI 13 [school board requirements related to limited-English proficient students, including policy requirements]

Federal Laws

- Elementary and Secondary Education Act [Part A - Subpart 1] [academic standards, assessments and accountability for student achievement, including English learners]
Title III of the Elementary and Secondary Education Act [language instruction for English learners and immigrant students]

Federal Regulations

- 34 C.F.R. §200.6(f) [federal regulations regarding mandated testing and assessment of English learners]

Cross References: SP1; 3/12/12

Adoption Date: March 20, 2019

Procedures for Testing and Assisting English Learners

342.7-Rule

A. Identification of English Learners

1. All new students enrolling in the District will be asked to complete a home language survey. The survey will be used to identify the following students for further evaluation and possible eligibility for the District's services or programs for English learners (ELs):
 - a. Students who communicate in a language other than English; or
 - b. Students whose families use a *primary* language other than English in the home; or
 - c. Students who *primarily* use a language other than English in daily non-school surroundings.
2. After any initial identification as provided above, or after some other initial referral indicating that language may be a barrier to the student's learning, the District will review the student's available academic history, consider any input provided by the parent or guardian, and any input based on the student's performance in school.
3. Students will receive a formal screening for potential placement via testing if: (a) the review of the student's academic history indicates a possible language barrier, (b) a lack of sufficient information on which to judge academic performance and/or the extent to which limited English proficiency may be a barrier to learning, or (c) the student is newly arrived in the United States.
4. Parents and guardians will be notified of identification, assessed proficiency, placement and other information as required by law. Parents and guardians may also withdraw their child from offered supports and services at any time.

B. Assessing English Proficiency

1. On or before March 1 each year, District staff shall conduct a count of all English learners (EL) enrolled in District schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. EL students shall be assessed to determine their English language proficiency using the Department of Public Instruction (DPI)-approved English proficiency assessment instrument – ACCESS for ELLs[®]. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom

performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.

3. EL students assessed shall be classified and reclassified as appropriate, according to their English proficiency level as outlined in state rules (Level 1 – Beginning Preproduction through Level 6 – Formerly Limited-English Proficient Now Fully-English Proficient).
4. Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures. Reports regarding EL students shall be made to the DPI as legally required.

C. Assessing Academic Performance

Decisions regarding academic performance and assessment shall be made on an individual basis for each EL student, and information on both academic and English proficiency data shall be documented and considered. Decisions regarding the appropriate approach to assessment, including the planned approach for the student's state-mandated academic assessments, shall normally be made by *the school principal* and communicated to the student's parent(s) or guardian.

D. EL Students and State Academic Assessments

1. The results of both state-required tests and alternative assessments shall be used in a manner that is consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Similarly, exemption of an EL student from taking a state-required test may also not be used as the sole criterion for making such determinations.
2. The District shall administer a state-required test to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Such determinations are to be made on an individualized, case-by-case basis. If an EL student is exempted from taking a state-required test, he/she shall be administered a DPI-approved alternative assessment.
 - a. Before making decisions regarding state-required academic assessments for any EL student, the District will first determine if the student has recently arrived in the United States. "Recently arrived" refers to a student that has attended a U.S. school for less than 12 months.

- (1) A recently arrived EL student may be exempted from one required administration of the state's reading assessment.
 - (2) Recently arrived students must participate in all other content areas (with or without accommodations).
 - (3) If the District does not assess a recently arrived EL student on the state's reading/language arts assessment, the District must count the year in which the assessment would have been administered as the first of the three years in which the student may take the state's reading/language arts assessment in an alternative format (see paragraph b in this section, immediately below).
- b. Except as specified below in b(1) and b(2), students at English proficiency Level 1 or Level 2 as defined by the state English proficiency level standards shall participate in an alternative assessment even if they participate in a state-required test.
- (1) Students at English proficiency levels 1 or 2 who have attended school in the first grade or any higher grade in the United States, not including Puerto Rico, for three or more full consecutive school years shall participate in academic assessment of reading or English language arts using tests written in English.
 - (2) The District may continue, for no more than two additional consecutive school years, to assess a student described in (1), immediately above, with an alternate assessment, rather than the state-required tests, if the District determines that the student has not reached a level of English language proficiency sufficient for the tests written in English to yield valid and reliable information about what the student knows and can do. This determination shall be made on a case-by-case basis.
- c. Students at English proficiency levels 3 through 5 as defined by the state English proficiency level standards shall participate in a state-required test but may also participate in an alternative assessment, based upon the District's assessment of the student's overall academic performance and its determination as to whether the alternative assessment and the results obtained from the assessment are likely to be beneficial to the student.
- d. If an EL student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made shall maintain the validity of the test. Testing accommodations may include, but are not limited to, one or more of the following:
- (1) providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency;
 - (2) providing small group or individual testing opportunities;

- (3) providing more practice tests or examples before the actual test is administered;
 - (4) allowing EL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test;
 - (5) allowing EL students as much time as necessary to complete the test; and
 - (6) any other accommodation approved by the DPI.
3. School personnel shall make reasonable efforts to consult with a student's parent or guardian regarding the planned approach to the student's state-required academic assessments.
 4. Student test/alternative assessment results shall be communicated to the student's parent or guardian and to the DPI as required by law.

E. Educational Program Assistance

1. An EL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support or other program services and their duration shall be determined individually, based on student need.

F. Students Exiting the EL Program Based on Proficiency

1. Except in unusual circumstances where the District determines that observations and academic performance demonstrate that a student should maintain his/her EL status, an EL student will be exited from the EL program or services when the student either:
 - a. In grades K-12, achieves a 6.0 composite score on the ACCESS for ELLs®;
 - b. In grades 4-12 only, achieves a composite (overall) score of 5.0 or above plus a minimum literacy sub-score of 5.0 or above on the ACCESS for ELLs®; or
 - c. Achieves some other testing/achievement benchmark that meets an established state standard for automatically reclassifying and exiting the student.
2. An EL student may also be eligible for exiting from the EL program or services if all of the following conditions are met:
 - a. The student has completed fourth grade.

- b. The student has attained an English level proficiency of level 5, including a composite (overall) score of 5.0 on the ACCESS for ELLs®.
 - c. Two or more additional pieces of evidence demonstrate that the student has become fully English language proficient. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or English learner accommodations on standardized measures such as: state academic content assessments; District-level standardized assessments (e.g., Measures of Academic Progress - MAP), classroom grade-level curriculum derived assessments, and writing samples and assessments such as final or unit exams.
 - d. The student's parent(s) or guardian and teachers agree that language is no longer a barrier to the students' ability to access academic content.
3. Once students have been exited from the EL program, they shall no longer be tested on their English proficiency or receive state testing accommodations for EL students. However, the District will continue to monitor the exiting student for two additional years through teacher observation and by documenting adequate progress/classroom performance. If it is determined that the student was exited from the EL program prematurely, he/she will be placed back in the E L program and provided appropriate services.

G. Notices and Other Communications with Parents and Guardians

District personnel are expected to make *reasonable* efforts to present formal notices and other information to parents and guardians in an understandable format and in a language parents and guardians can understand. Notices and communications may be provided in the parent's or guardian's primary language (preferred when practical, and required by law in some instances), in English with additional explanation, or via other means that sufficiently convey the required information (e.g., using direct translation assistance if available and if necessary).

Cross-References: SR1; 8/30/16
Adoption Date: March 20, 2019

COCHRANE-FOUNTAIN CITY SCHOOL DISTRICT
S2770 State Highway 35
Fountain City, WI 54629

Home Language Survey

Dear Parent or Guardian,

In order to provide your child with the best education possible, we must determine how well your child understands, speaks, reads and writes English. Your assistance in completing this form is appreciated.

Student's Name	Gender Male Female	Grade
Country of Birth	Ethnicity	Native Language
Year Began in US Schools	Date Enrolled at C-FC	
Has child received special education services?	Has the child been enrolled in an ELL program/Dates?	

Home Language Questions

- 1) What language did the child learn when first beginning to speak? _____
- 2) What language do the parents speak most of the time? _____
- 3) What language does the family speak at home most of the time? _____
- 4) Does the student use a language other than English most of the time? Yes No
- 5) Is there an adult in the home that speaks English? Yes No Reads English? Yes No
- 6) Do parents request to receive communication from the school in a language other than English? Yes No
 If yes, what language? _____

Signature of Person Completing Survey	Relationship to Child	Date
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"Limited-English proficient pupil" means a pupil whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his/her daily, non-school surroundings, and who has difficulty, as defined by rule by the state superintendent, in performing ordinary classwork in English as a result of such limited English language proficiency.

[s. 115.955(7), Wis. Stats.]

.....For Office Use Only.....

ELL File Opened Date	ESL Test Date	Tested ELL Level
ELL Evaluator	Date Begin ELL Services	Today's Date

District-Issued Credit Cards Policy 673.1

The School Board recognizes that various practical, financial, and marketplace considerations make it important for the District and its authorized employees and agents to be able to make certain purchases using a credit card that has been issued through a District-controlled account. At the same time, because the authorized holders and users of such credit cards necessarily have the capability to obligate District funds through their purchases, it is critical for the District to maintain prudent internal controls that govern the District's Credit Card Program ("Program"), as authorized under this policy.

Under the ultimate supervision of the District Administrator, the management, implementation, and oversight of the Program shall be a primary responsibility of administrative level-designees in the District Business Office.

The administrator assigned as the primary manager of the Program shall implement the Program subject to the following general parameters:

1. The Board shall approve the card issuer(s) through which the District obtains its credit card accounts.
2. The use of credit cards shall not be used to circumvent District purchasing and procurement procedures — such as obtaining appropriate approvals and documenting price/cost information from multiple potential vendors for purchases above a certain value.
3. The number of authorized cardholders and card users shall be kept to a reasonable minimum based on the Program manager's evaluation of both demonstrated need and the administration's capacity to sufficiently oversee and monitor the cardholders, card users, accounts, and transactions.
4. The Program may include both building/department-based cards (which may have multiple authorized users) and individually-assigned cards (which may be used only by the named cardholder).
5. The cards in the Program shall not be debit cards that directly debit funds held in District depositories.
6. All District credit cards will have the cash advance ability blocked.
7. The accounts within the Program shall be structured and managed administratively so that the District:
 - a. Is able to use its exception from paying sales tax as often as is practical.
 - b. Pays its balances in full each month and avoids incurring interest charges for balances.
8. All authorized cardholders and card users shall be required to participate in at least a brief orientation meeting or similar training opportunity that addresses their responsibilities.
9. All card transactions shall be reviewed by personnel in the District's Business Office and/or by a supervisor with Program-related responsibilities prior to the deadline for making payment of the current account balance. Additional random and other auditing (e.g., to confirm adherence to established procedures, actual delivery of products purchased to the District, etc.) shall also occur.

The following additional specific responsibilities shall be performed by the primary manager of the District's Credit Card Program or by a designee who remains under the close supervision and direction of the primary manager:

1. Developing, implementing, and revising as needed the District's procedures, rules, forms, and systems relating to the Program, including those that address the responsibilities of cardholders and card users. The primary manager of the Program may periodically consult with the District's auditors to review and improve the operation and security of the Program.
2. Approving authorized cardholders and card users, and also suspending, modifying, or removing such authority. This includes opening and closing card accounts.
3. Establishing and monitoring account-level and user-level restrictions and similar settings, including but not limited to transaction limits, account holder notification triggers, blocks or other restrictions based on geographic location or type of vendor, etc.
4. Identifying specific examples of prohibited transactions, recognizing that any such list will not be exhaustive of all possible inappropriate charges.
5. Working with the individual cardholders and card users to review, reconcile, and assign correct accounting codes for transactions, address disputed charges (including potentially fraudulent charges), and report and resolve lost or stolen cards or card information.
6. Maintaining documentation related to card accounts, transactions, internal controls, and other information relating to the Program.
7. Overseeing appropriate investigation and resolution of any suspected misconduct or impropriety that may arise in connection with the Program.

Legal References:

Wisconsin Statutes

<u>Section 66.0135</u>	[contracts and orders, receipt of invoices, and payments]
<u>Section 66.0607</u>	[withdrawal or disbursement from local treasury]
<u>Section 120.16</u>	[school district treasurer duties]

Federal Law

<u>2 C.F.R. Part 200 Subpart D</u>	[post-award requirements under the federal Uniform Guidance for federal funds, including requirements related to financial management, internal controls, cash management, payment, and procurement standards]
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Cross References: WASB SP1; 2/13/19

Adoption Date: March 20, 2019

673.1-Rule

District-Issued Credit Cards: Cardholder Responsibilities

A. General Responsibilities of Cardholders/Card Users:

1. Secure the physical card and sensitive card information (such as the card number, expiration date, and security code) to avoid unauthorized access/use.
2. Use a District credit card only if authorized to do so. Do not permit any unauthorized person to use a District credit card.
3. Use District credit cards only for authorized District purchases.
4. Be familiar with and use the District's exemption from paying sales tax.
5. Obtain, retain, and submit proper documentation of all card transactions, including itemized receipts.
6. Promptly report and fully cooperate with the District's Business Office and the card issuer to address disputed charges, suspected fraudulent/unauthorized charges, and any lost or stolen cards.
7. Surrender the physical card to the District's Business Office and cease all use of any District credit card/card account upon ending employment, transferring to a new position that does not have the same card-use authorization, or as otherwise directed by the District.
8. Comply with all applicable District policies and procedures regarding purchasing.

To the extent any person uses a District credit card in an unauthorized manner, fails to reasonably maintain the security of a District credit card, fails to follow relevant policies and procedures, or otherwise engages in irresponsible or fraudulent activity in connection with the District's credit card program, he/she is subject to appropriate consequences and disciplinary action, which may include (as examples) making the District financially whole, suspension/revocation of card access and purchasing privileges, referrals to law enforcement, and/or termination of employment. Inadvertent, minor deviations from procedures that are isolated in nature may result in corrective actions (such as required retraining, issuing of a notice of expectations, etc.).

B. Additional General Guidelines and Requirements:

1. Credit cards issued by the District are the property of the District and can be withdrawn, recalled, cancelled, or modified at any time at the sole discretion of the District.
2. Individuals who have authorized access to District credit cards are expected to use reasonable judgment and to consult, as needed, with a supervisor or with the District's Business Office regarding specific situations and transactions that may not be covered by a clear rule.

3. The availability and possibility of making a purchase via a District-issued credit card should not be confused with the need to make a case-by-case determination of the most appropriate method for selecting goods/services, selecting vendors, and processing a transaction. The vast majority of District purchases should be processed using purchase orders, vendor invoices, and payments that are processed directly through the District's Business Office.
4. Authorized card users are expected to be aware of and adhere to applicable transaction limits and other usage restrictions to the card that they are using.
5. Employees who have access to District credit cards are expected to adhere to any administrative or supervisory directives regarding card usage that are more restrictive than the requirements of this administrative rule.

C. Authorized Credit Card Purchases/Transactions: District credit cards are restricted-use cards. In order to use a District credit card to make a purchase, the purchase must not be one of the unauthorized purchases (see list below) and must be one of the following:

1. A purchase that is supported by a completed purchase order that has been approved by an authorized administrator/supervisor.
2. A completed activity account check request form with proper approvals.
3. An emergency purchase for a District purpose that, if not approved in advance by an administrator/supervisor, is immediately reported to the card-user's supervisor and to the District's Business Office.

D. Unauthorized Credit Card Purchases/Transactions: The following list of expressly prohibited/unauthorized credit card transactions is not intended to be exhaustive of all possible transactions that may be deemed inappropriate by the District. A purchase is unauthorized if it falls under any one of the following:

1. Personal purchases. Using a District credit card to make a personal purchase or payment is prohibited, even with the intent to reimburse the District.
2. Purchases intended to bypass any District purchasing or procurement policies, including splitting a large purchase into multiple smaller purchases in order to circumvent applicable dollar limits, approval requirements, or other procedures.
3. The purchase of gift cards or similar cash equivalents.
4. Recurring charges/payments (e.g., monthly or annual "auto payments") shall not be made using a District credit card except that the District's Business Office may elect to directly arrange and directly administer such recurring payments on a card account.
5. Any direct payment for services rendered to the District if the payment has not been invoiced and processed directly through the District's Business Office. Examples include payments for services rendered by consultants, trades services (plumbing, electrical, etc.), attorneys, medical providers, or any "1099" service-provider or contractor.

6. Purchases of alcoholic beverages or drugs/pharmaceuticals.
7. The payment of fines or forfeitures for parking violations, speeding tickets, or other motor vehicle violations/citations.
8. The purchase of fuel for a personal vehicle that is used for business travel when the travel is being reimbursed on a mileage basis.

E. Maintaining Card Security:

1. Except when possessed in connection with imminent or very recent use, District cards are normally to be stored in a secure (locked) location in the District's Business Office and are accessed using a check-out/check-in system.
2. Do not make notes or copies of sensitive card account information (e.g., full card number, expiration date, security code, or account password) or maintain sensitive card information in any non-secure manner or non-secure location.
3. An employee who receives a District credit card issued in his/her individual name (i.e., his/her name is imprinted on the card) should sign the back of the card immediately upon receipt of the card.
4. When using online services/vendors, do not save credit card information in any account.
5. Employees must initiate the contacts that result in a transaction or other disclosure of card information. For example, do not provide card information in response to an email or phone call that is received from a third party.
6. Do not mail or fax credit card information as a method of payment unless doing so is approved by the District's Business Office for the specific transaction based on a determination that mailing or faxing is the only reasonable means of making a necessary purchase. Retain a copy of the order form, confirm the vendor's receipt of the order, and ensure that the District will receive an itemized receipt.
7. If an employee knows or suspects that a card for which he/she is responsible has been used without authorization, lost, or stolen, he/she shall take appropriate steps to report the issue as soon as reasonably possible. Normally, this means immediately contacting the District's Business Office to have the card/account suspended or canceled.

F. Making Authorized Purchases Using a District Credit Card:

1. Confirm that the purchase is an authorized purchase (see above).
2. Before commencing a transaction, investigate the vendor/merchant's procedure for processing tax-exempt transactions. This sometimes requires making a purchase at a dedicated customer service desk or presenting a copy of the District's tax-exempt certificate.
3. Before executing and submitting payment using a District credit card, review the total amount of the transaction and confirm that sales tax was not charged. If, for any reason,

sales tax is charged for a District purchase and not corrected, it must be specifically reported to the District's Business Office.

4. Have any purchased items shipped to the District's location.
5. Obtain an itemized receipt. Summary receipts are not acceptable.
6. Additionally, when making a purchase via the internet from online services/vendors:
 - a. Take reasonable steps to verify that that site represents a legitimate and reputable business/organization. Review return/exchange policies and procedures.
 - b. Ensure that the site offers a secure connection and has a valid security certificate.
 - c. If the site requires ordering through an established account, use a District-related account. Contact the District's Business Office to establish a new account.
 - d. Ensure that sales tax is not charged. This may require the district office to initiate contact with the vendor to complete account set-up.
 - e. Do not save credit card information in any online account.

G. Returns, Refunds, and Account Credits:

1. When returning a purchase or otherwise obtaining a refund, rebate, or account credit, such transaction shall be credited to the same card on which the original transaction was charged unless other arrangements are made by, or with the specific approval of, the District's Business Office.
2. Obtain an itemized receipt or vendor credit memo related to any returns and for any exchanges for different or differently-priced items.
3. Maintain a record of any return shipment information (if applicable).

H. Transaction Review/Disputed Transactions:

1. Employees who are authorized to hold and/or use District credit cards will be informed if they have direct access to a record of current account activity. At least monthly, and as additionally directed by the District's Business Office, employees who have such access shall review the record of account activity to identify any questionable or suspicious transactions.
2. If any cardholder, card user, or other person with responsibilities related to the card program determines that there is a need to dispute a charge, the individual should initiate the card issuer's disputed charge procedures and inform the District's Business Office of the disputed charge, requesting additional assistance as needed.

I. Important Contact Information:

District Office; (608) 687-7771

School Safety Program

Policy 720

The School Board has, as one of its primary concerns, the safety, health and physical well being of students and employees of the District. To meet this concern, a school safety program shall be developed and implemented in the District. The safety program shall be designed to:

- Provide a safe and healthy school and work environment for students and employees;
- Protect the safety of students, employees and other persons present on District property and at school-sponsored events to the extent reasonably possible;
- Comply with applicable health and safety codes and regulations;
- Minimize mechanical hazards and unsafe conditions in school facilities and on school grounds so as to prevent accidents;
- Inform students and employees of acceptable safety procedures and practices;
- Develop an attitude of safety-mindedness among students that will endure through their school experience and extend into their adult lives; and
- Develop an attitude of safety-mindedness among staff that will help ensure a safe and healthy school and work environment, appropriate safety instruction, and enforcement of safe practices among students.

A District Safety Coordinator shall be appointed to coordinate all activities related to the safety program. The District Safety Coordinator shall be responsible for supervising the safety program and for keeping staff members informed of pertinent state and local regulations and recommendations relating to safety in the schools.

A school safety plan shall be developed and in effect in each school in the District. Each school safety plan shall be developed consistent with District policies and legal requirements, and shall be reviewed and updated at least every three years. District employees shall receive a copy of the school safety plan for the school and a copy of each school safety plan shall also be filed in the District Office.

Legal References:

Wisconsin Statutes

- Section 101.055 [public employee safety and health]
- Section 101.11 [employer's duty to furnish safe employment and place]
- Section 118.07 [health and safety requirements, including school safety plans]
- Section 120.12(1) [board duty; care, control and management of district property]
- Section 120.12(5) [board duty; repair of school buildings]

Section 121.02(1)(i) [school district standard; safe and healthful facilities]

Section 167.32 [safety at sporting events]

Section 255.30 [safety eye protective goggles]

Wisconsin Administrative Code

PI 8.02(1)(i) [safe and healthful facility rules]

Cross References: C-FC School Safety Plan; Emergency/Crisis Procedures

Adoption Date: March 20, 2019

Privacy in Locker Rooms, Restrooms, and Designated Changing Areas

Policy 731.1

Students, school employees and other persons present on school property shall respect and protect the privacy interests of individuals who are using a locker room, restroom or other designated changing area. Students or employees who violate this policy, or any related rules or directives, shall be subject to school disciplinary action and possible legal referral. Other persons violating this policy may lose the privilege of using District facilities, may be referred to law enforcement and/or may be subject to penalties provided under applicable law.

In keeping with the District's objective of taking reasonable measures to protect the privacy interests of persons who are using a locker room, restroom or other changing area for an authorized purpose, all persons present on school property shall, at a minimum, observe the following measures:

1. The use of recording and other electronic devices is substantially restricted in locker rooms, restrooms and other designated changing areas.
 - a. No person may use a camera, video recorder, cell phone or any other device with recording capabilities at any time to capture, record, transmit or transfer an image or representation of an undressed or partially undressed person who is in any locker room, restroom or other designated changing area.
 - b. No recording function (photographic, video, audio) of any type of device may be used in any non-emergency situation in such facilities at any time unless (1) the individual has received the prior permission of the District Administrator, principal, or other District-designated facility supervisor; and (2) any person being recorded has consented to the recording. Such permission shall not be exercised when persons who are present in the facilities are actively using the area as a changing area, shower facility and/or restroom.
 - c. In order to avoid any appearance of a violation of privacy or other impropriety, individuals present in such facilities are expected to restrict their use of the non-recording functions of any communications device or other multi-function device to (1) emergencies; or (2) situations where they have received the prior permission of the District Administrator, principal, or other District-designated facility supervisor. That is, with these limited exceptions, voice calls, texting, etc. should not be occurring in such facilities.
2. No person shall view or attempt to view from any concealed location, or in an otherwise secret or hidden manner, an undressed or partially undressed person who is using a locker room, restroom or other changing area.
3. Loitering in a locker room, restroom or other designated changing area is prohibited.
4. No media is allowed access to locker rooms before, during or after any school athletic event or practice. Coaches and student athletes may be available for interviews outside the locker rooms, consistent with District policy and school rules.

5. When District employees or other District-designated individuals enter a locker room, restroom or other designated changing area in order to exercise their supervisory responsibilities (including any exchange of information with persons using the locker room), they shall exhibit due regard for the privacy of the individuals who may be using such facilities, including recognizing that the relevant privacy interests are heightened when an individual has a supervisory need to enter a facility designated for use by persons of the opposite sex.

Nothing in this policy shall be interpreted to prohibit coaches and other athletic-team personnel from being present in a locker room, whether of same sex or of the opposite sex, in circumstances where the presence of such individuals would not compromise the privacy interests of student athletes or other persons who may be using the facility, such as during pre/post-game team meetings, halftime meetings, or other similar circumstances.

A notice of the restrictions applicable to the use of recording devices shall be posted at the entrance to each locker room in District buildings. Students shall be informed of this policy, or a summary of relevant portions thereof, in the student handbook.

Legal References:

Wisconsin Statutes

<u>Section 120.13(35)</u>	[access to school district buildings]
<u>Section 175.22</u>	[locker room privacy policy required]
<u>Section 942.08</u>	[invasion of privacy]
<u>Section 942.09</u>	[representations depicting nudity]
<u>Section 995.50</u>	[right of privacy; generally]

Cross References: C-FC Student Parent Handbook

Adoption Date: March 20, 2019

Use of Copyrighted Materials

Policy 771.1

The School Board intends and expects that copyright laws will be observed in the District. Specifically, no person shall unlawfully duplicate, reproduce, distribute, or display copyrighted materials in connection with any District-sponsored activity, on District property, or using District equipment or technology resources. In addition, only appropriately licensed software, programs, and applications shall be used with the District's technology resources or to otherwise conduct District programs or operations.

The Board expects all staff members and students to follow applicable legal requirements and District guidelines as to the use of copyrighted materials of all types and formats (including materials in electronic/digital formats). Staff members and students are also expected to actively seek guidance and direction from a library media specialist or from an administrator in the event of any uncertainty regarding the appropriate and lawful use of copyrighted materials.

The Board directs the administration (1) to implement initiatives intended to inform staff members and students about the appropriate use of copyrighted materials; and (2) to promote consistent adherence to applicable requirements and guidelines. District guidelines shall describe the general boundaries of the limited "fair use" exception that is found in the copyright law (e.g., guidelines for staff for the recording and use of broadcast programming for educational purposes) and may include such other information as the administration deems appropriate.

Possible violations of copyright laws occurring within the District may be brought to the attention of the District Administrator. The District Administrator shall then ensure that any confirmed violation is promptly remedied.

Copyright violations can lead not only to District-imposed consequences but also to legal consequences. To the extent consistent with applicable law, a person who commits copyright infringement while using District equipment may incur individual and personal liability for their actions.

Legal References:

Wisconsin Statutes

Section 943.70 [computer crimes]

Federal Laws

Title 17 U.S.C. [use and copying of copyrighted materials, including "fair use"]

Digital Millennium Copyright Act [digital rights management]

Cross References:

Adoption Date: March 20, 2019