

Geneva Jt. 4 – Woods Elementary School-Board Policies

Table of Contents	Page
301-Respecting the Individuality of all Students	2
302-Strategic Planning	3
303-Student Nutrition and Physical Activity	4
304-School Trips	10
305-Music Education for Grades Seven and Eight	11
309-Teachers Aide Policy	12
310- School Instructional Material Selection Policy	14-18
334-Grade Placements and Class Assignments	19
360- Web Page Policy	20
361-Internet Acceptable Use Policy (AUP)	23
362-Internet Safety Policy	24
363- Copyright Policy	25
364- Interlibrary Loan of Materials	26
365-Technology Concerns for Students with Special Needs	27
367-Physical Education Policy	29

Geneva Jt. 4 – Woods Elementary School

Board Policy

301-Respecting the Individuality of all Students

Misbehavior will be viewed as an opportunity for personal growth through problem solving rather than a bad thing that should never happen.

Every attempt will be made to maintain and/or enhance the dignity and self-respect of both the student and the teacher.

Misbehavior will be handled with natural or logical consequences instead of punishment whenever possible. Students should be involved in this process by showing responsibility for solving their own problems with adult guidance.

Consequences should not be punitive but should allow the student to experience the results of a poor choice, enabling him or her to make better choices in the future.

302-Strategic Planning

We brought together parents, teachers, community members, high school staff, administration, and the board of education to develop initiatives necessary for Woods School to fulfill its mission and objectives developed by the team focus on:

- Improve Communications
- Increase Revenues
- Maintain Facilities

Following, is our mission statement.

Woods School, together with our families and community, is committed to providing every child an outstanding education by blending time-proven and innovative teaching practices in a safe and caring environment. This mission will guide our children to individual success and lifelong learning, while honoring our unique school traditions.

303-Student Nutrition and Physical Activity

The Geneva Jt. #4 School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment.

The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The school environment shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.

Support and promote proper dietary habits contributing to students' health status and academic performance. Food available on school grounds and at school-sponsored activities during the instructional day should provide healthy alternatives. Food should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high quality meals.

Support and promote the amount of time students are engaged in physical activity. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's education program from grades pre-K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess.

The Geneva Jt. #4 School District is committed to improving all student academic performance. Educators, administrators, parents, health practitioners, and communities all acknowledge the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met. Information that highlights the positive

relationship between good nutrition, physical activity, and the capacity of students to develop and learn should be encouraged to ensure widespread understanding of the benefits to healthy school environments.

Student Nutrition Procedures

The Geneva Jt. #4 School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children.

Lunchroom Climate:

A lunchroom environment that provides students with a relaxed, enjoyable climate should be developed.

It is encouraged that the lunchroom environment be a place where students have:

adequate space to eat and pleasant surroundings

adequate time for meals (the American Food Service Association recommends at least 20 minutes for lunch from the time they are seated)

convenient access to hand washing facilities before meals.

Fundraising:

All fundraising projects are encouraged to provide healthy food choice options and to minimize the use of food of minimal nutritional value.

Teacher-to-Student Incentive:

Strong consideration should be given to nonfood items as part of any teacher-to-student incentive programs. Should teachers feel compelled to utilize food items as an incentive, they are encouraged to provide healthy food choice options and to minimize the use of food of minimal nutritional value.

Student Nutrition Education:

All instructional staff will be encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

- | | |
|----------------------------------|-------------------------------|
| *Knowledge of food guide pyramid | *Healthy diet |
| *Healthy heart choices | *Food labels |
| *Sources and variety of foods | *Major nutrients |
| *Guide to a healthy diet | *Multicultural influences |
| *Diet and disease | *Serving sizes |
| *Understanding calories | *Proper sanitation |
| *Healthy snacks | *Identify and limit junk food |
| *Healthy breakfast | |

Parent Nutrition Education:

Nutrition education may be provided to parents beginning at the elementary level. Nutrition education may be provided in the form of handouts, posting on the District website, and/or presentations that focus on nutritional value and healthy lifestyles.

District Nutrition Standards

The Geneva Jt. #4 School District strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the District has adopted the following :

Nutrition Standards governing the sale of food, beverages, and candy on school grounds:

Food:

Fried foods will be minimized by the 07-08 school year.

Encourage the consumption of nutrient dense foods, i.e., whole grains, fresh fruits, and vegetables.

Fruits and/or vegetables should be encouraged.

Beverages:

Vending sales of pop or artificially sweetened drinks will not be permitted during the lunch period.

The non-vending sale of pop or artificially sweetened drinks will be permitted at those special school events that begin after the conclusion of the instructional day.

Milk, water, and 100% fruit juices may be sold on school grounds throughout the day.

Candy:

Vending sales of candy will not be permitted on school grounds.

Non-vending sales of candy will be permitted at the conclusion of the instructional day.

Candy is defined as any item that has sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose [dextrose], high-fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar [sucrose],) listed as one of the first two ingredients.

Foods of Minimal Nutritional Value (FMNV)

Federal regulations prohibit the sale of certain foods, determined to be of minimal nutritional value, in the food service area during meal periods.

Restricted Foods:

Foods and beverages that are restricted from sale to students are classified in the following four categories:

Soda Water: any carbonated beverage. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals, and protein.

Water Ices: any frozen, sweetened water such as "...sicle" and flavored ice with the exception of products that contain fruit or fruit juice.

Chewing Gum: any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

Certain Candies: any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:

Hard candy: A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, and is characterized by a hard, brittle texture. Includes such items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints, and cough drops.

Jellies and gums: a mixture of carbohydrates that are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.

Marshmallow candies: an aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.

Fondant: a product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.

1st Reading – June 2006

2nd Reading – July 2006

304-School Trips

The Board of Education encourages the use of field trips that have educational significance and will continue to budget for such trips unless energy and budget constraints preclude such scheduling. The following guidelines are to be used when planning any field trip:

- All trips are subject to administrative approval.
- Trips will be approved if they are scheduled within reasonable geographic limits and have educational significance.
- Recognizing that safety is a primary concern and that liability insurance will not cover private vehicles, all student trips must be scheduled via public carrier.
- Each child must obtain, and present to his/her teacher, written permission from parent or guardian. This permission slip must state the nature, destination, departure and return times for the proposed trip.
- All field trips must have adult supervision. The Board feels that parent volunteers adequately satisfy this requirement as long as the ratio of adults to students is at least one to ten.
- Busses will be utilized for all sporting events. Parents will provide the transportation home from sporting events. The coach will have a checklist to make sure all students have a ride home.
- Board of Education approval is necessary if a teacher desires a field trip over and above the one major field trip and two minor field trip policy.

December, 1998

305-Music Education for Grades Seven and Eight

The Board of Education and the staff at Woods School acknowledge that music education is an integral part of a child's education at Woods School. Therefore, general music education will be mandatory at the 7th and 8th grade level. This general music education may be satisfied in the following ways;

- A year long participation in the Woods School Band
- A year long participation in the Woods School Chorus
- A year long participation in a general music class

If a student participates in either band or chorus or both, participation in a general music class is not required.

1st Reading – June 11, 2003

2nd Reading – July 9, 2003

309-TEACHERS AIDE POLICY

Effective July 1990

ACTIVITIES OF TEACHERS AIDE

1. **Assisting in drill work with word, phrase, and number flash cards**: drilling letter names, letter sounds, vowel combinations, vowel sounds, etc.
2. **Repeating language and mathematics lessons for those who did not seem to grasp the ideas when they were originally presented**: re-explanation of concepts or clarification of parts of lesson not understood by student.
3. **Working with children in going over reading, spelling and/or vocabulary lists**: Intensive drill and understanding.
4. **Reading and telling stories to students**: pre-reading activities which stimulate interest in reading for primary grades and lead to expanded vocabulary for the student.
5. **Assisting children with written work**: especially with spelling, punctuation, grammar, etc.: (carefully asked questions could help expand the students' writing skills and increase the quality of the composition).
6. **Listening to children read**: fluency, comprehension or both as directed by classroom teacher.
7. **Tutoring individual children in language and mathematics as prescribed by the teacher**: zeroing in on a difficult skill area.
8. **Preparing special learning materials for Title 1 use only to meet individual differences under the direction of the classroom teacher**: these would be for a particular student to help zero in on a problem area of difficulty.

ACTIVITIES NOT TO BE PERFORMED BY AIDES

1. Conducting a class.
2. Constructing tests.
3. Correcting themes and subjective tests.
4. Establishing rules and enforcing compliance of them is not the responsibility of an aide. An aide may reprimand a student who is not complying with the established rules of the school. If the student chooses to disregard the reprimand, the need for further action shall be brought to the attention of the appropriate school official.

Geneva Jt. 4 – Woods Elementary School

Board Policy

310- School Instructional Material Selection Policy

- Instructional materials are selected by the school district to implement, enrich, and support the educational program for the student. Materials must serve both the breadth of the curriculum and the needs and interests of individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.
- The main objective of our selection procedure is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- The objective of the media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

Statement of Responsibility:

The elected Board of Education shall delegate to the Superintendent of Schools the authority and responsibility for selection of all print and non-print materials. Responsibilities for actual selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. Selection procedures shall involve representatives of the professional staff directly affected by the selections, and persons qualified by preparation to aid in wise selection.

Staff members involved in selection of resource materials shall use the following criteria as a guide:

- educational significance
- contribution the subject matter makes to the curriculum and to the interests of the students
- favorable reviews found in standard selection sources
- favorable recommendations based on preview and examination of materials by professional personnel
- reputation and significance of the author, producer, and publisher
- validity, currency, and appropriateness of material
- contribution the material makes to breadth of representative viewpoints on controversial issues
- high degree of potential user appeal

- high artistic quality and/or literary style
- quality and variety of format
- value commensurate with cost and/or need
- timeliness or permanence
- integrity

The following recommended lists shall be consulted in the selection of materials, but selection is not limited to their listings:

Bibliographies (latest editions available, including supplements)

- *American Historical Fiction*
- *Basic Book Collection for Elementary Grades*
- *The Best in Children's Books*
- *Children and Books*
- *Children's Catalog*
- *Elementary School Library Collection*
- *European Historical Fiction and Biography*
- *Guide to Sources in Educational Media*
- *Junior High School Catalog*
- *Reference Books for School Libraries*
- *Subject Guide to Children's Books in Print*
- *Subject Index to Books for Intermediate Grades*
- *Subject Index to Books for Primary Grades*
- *Westinghouse Learning Directory*
- and as part of the vertical file index, other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

Current reviewing media:

- *AASA Science Books and Films*
- *American Film & Video Association Evaluations*
- *Booklist*
- *Bulletin of the Center for Children's Books*
- *Horn Book*
- *Kirkus Reviews*
- *School Library Journal*

The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
4. Physical format and appearance of learning resources shall be suitable for their intended use.

5. Learning resources shall be designed to help students gain an awareness of our pluralistic society.
6. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
7. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
8. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.
9. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

The following kinds of material should be selected for the media center:

1. Materials integral to the instructional program.
2. Materials appropriate for the reading level and understanding of students in the school.
3. Materials reflecting the interests and needs of the students and faculty served by the media center.
4. Materials warranting inclusion in the collection because of their literary and/or artistic value and merit.
5. Materials presenting information with the greatest degree of accuracy and clarity possible.
6. Materials representing a fair and unbiased presentation of information. In controversial areas, the media specialist, in cooperation with the faculty, should select materials representing as many shades of opinion as possible, in order that varying viewpoints are available to students.

Procedures:

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.
2. Recommendations for purchase involve administrators, teachers, students, district personnel, and community persons, as appropriate.
3. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process that should include how to remove materials no longer appropriate and how to replace lost and worn materials still of educational value.
5. Requests, suggestions, and reactions for the purchase of instructional materials shall be gathered from staff to the greatest extent possible and students when appropriate.
6. Reviews of proposed acquisitions will be sought in the literature of reputable professional organizations and other reviewing sources recognized for their objectivity and wide experience.
7. Materials will be examined by professional staff to the extent necessary or practicable to apply criteria. Preview copies are available for on-site examination by the public upon written request to the District Administrator.

8. Textbooks will be selected after examination by a representative committee of teachers, administrators, curriculum specialists, and others who have professional expertise in objective evaluation of materials.
9. Materials for the District Film and Video Center will be selected by preview committees, curriculum specialists, and through use of professional review sources.
10. Building media center materials selection will be coordinated by the building media specialist, or the principal, where there is no professional staff, and involve teachers and curriculum specialists.
11. Materials for media centers are selected by the professional media staff with due regard to suggestions from the faculty, parents, and students. Final selection is made by the media specialists of the school. Professionally recognized reviewing periodicals, standard catalogs, and other selection aids are used by the media specialists and the faculty to guide them in their selection.

Statement on intellectual freedom:

The school board subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's *Library Bill of Rights*, a copy of which is appended to and made a part of this policy.

Procedure for handling complaints:

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a reconsideration committee, with the concurrence of the Superintendent or, upon the Superintendent's recommendation, the concurrence of the Board of Education, or upon formal action of the Board of Education when a recommendation of a reconsideration committee is appealed to it.

Procedures to be observed:

- All complaints to staff members shall be reported to the District Administrator, whether received by telephone, letter, or in personal conversation.
- The District Administrator shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library media center.
- If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the District's instructional goals and objectives, materials selection policy statement, and the procedure for handling objections. This packet also will include a standard printed form, which shall be completed and returned before consideration will be given to the complaint.
- If the formal request for reconsideration has not been received by the District Administrator within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.
- In accordance with statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for

reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.

- Upon receipt of a completed objection form, the District Administrator will convene a committee of three to consider the complaint. This committee shall consist the Administrator, the library media center director, a teacher.
- The committee shall meet to discuss the materials and shall prepare a report on the material containing its recommendations on disposition of the matter.
- The District Administrator shall notify complainant of the decision. In answering the complainant, the District Administrator shall explain the book selection system, give the guidelines used for selection, and cite authorities used in reaching decisions. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the District Administrator will acknowledge it and make recommended changes.
- If the complainant is still not satisfied, he or she may ask the District Administrator to present an appeal to the Board of Education, which shall make a final determination of the issue. The Board of Education may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

Approved: September 2010

334-GRADE PLACEMENT AND CLASS ASSIGNMENTS

All students are reclassified annually. Reclassification is based upon satisfactory completion of the year's curriculum. Student assignments will be made based on **recommendations from staff with approval by the district administrator**. These recommendations will consider: reading level groupings, individual student behavior, and **other relevant data (including test results)**. Also, when possible, students will be divided annually to maximize the opportunity of association with new peers.

Revised: September 2010

Geneva Joint 4-Woods School

Board Policy

360- WEB PAGE POLICY

The Board recognizes that many K-12 school districts, colleges and universities, technical schools, and businesses have web pages on the World Wide Web (WWW). Web pages allow an international audience to visit the institution or business electronically. Therefore, the construction and ongoing maintenance of a web page that represents the Geneva Joint 4 School District is to be viewed as a public information vehicle

The purposes of the Geneva Joint 4 web pages are to provide the world with information about the District/Woods School and to enhance instruction. All pages shall support these purposes. Authorized school personnel provide Internet access for the creation of web pages. Creators of web pages must familiarize themselves with and adhere to the following standards and responsibilities. Failure to do so may result in the loss of authoring privileges.

SCHOOL WEB PAGE AUTHORIZING STANDARDS

The Geneva Joint 4 School District is responsible for any and all information published on an official World Wide Web (WWW) page and the district's presence on the WWW presents an image to a wide audience. Standards for the web page authoring have been adopted to assist staff in assuring appropriate content and technical implementation.

This electronic publication provides two-way communication for the purpose of:

- Sharing accurate information within district and with the world about curriculum and instruction, school authorized activities, and other information relating to the Geneva Joint 4 School District mission and Woods School;
- Promoting authentic assessment by providing a means for publication of student work for a real audience; and
- Providing instructional resources for staff and students.

CONTENT STANDARDS

Web page documents must follow the following content standards.

1. Web page documents may include only the first name of the student.
2. Documents may not include a student's phone number, address, names of other family members, names of friends or personal information.
3. Published e-mail addresses are restricted to staff members, board of education members, and others approved by the District Administrator
4. Decisions on publishing student pictures (video or still), or student work are based on Administration judgment. The staff that are maintaining the site must retain written permission on file from the parents/guardian.
5. Web page documents may not include any information that indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in activities.
6. Students may not have access to the district server for posting or maintaining the website. Access is restricted to authorized school employees only.
7. All pages must be identified as part of the Geneva Joint 4-Woods School page.
8. School webs shall contain an "about the school" page with number of students, grade levels, etc.
9. Time sensitive information (calendars, menus, special event descriptions, etc.) must be current and up-to-date.
10. At a minimum, the home page shall have appropriate links to copyright notices, privacy statements and terms of use.

TECHNICAL STANDARDS

For the purpose of maintaining a consistent identity, professional appearance, and ease of use and maintenance, the following technical standards are established for all Geneva Joint 4 School District web pages. Each web page added to the district web site must contain certain common elements.

1. At the bottom of the page, there must be an indication of the date of the last update of the page and the name or initials of the person/persons responsible for the page and/or update.
2. A copyright notice and link to the "copyright notice" web page.
3. Every reasonable attempt must be made to ensure that web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Geneva Joint 4 web page standards.
4. All web pages must be given names (titles), which clearly identify them.

COPYRIGHT INFORMATION

The copyright notice shall be based on the following.

1. Every person who writes a document published on the Internet, who creates a graphic or icon, who scans his own photograph or who creates a document for a newsgroup or who designs a web page owns the copyright to his creative work.
2. Web-based material is copyrighted just as other forms of communication are and notification of copyright status is not required. Web sites must have the proper rights for graphics, designs, logos, and photos to be used. Permission must be gained not only from the photographer, but also from any recognizable person in the photograph.
3. Students own the copyright to their own works. Before works are published, permission must be gained from the parents/guardians.
4. Unless there is a clear statement that art, photos, and text are public domain and available for free use, one should assume that they are copyrighted.

The Geneva Joint 4 School District shall not discriminate in the methods, practices, and the materials used for developing web pages on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Adopted: October 2010

Geneva Joint #4 School District-Woods School

361-Internet Acceptable Use Policy (AUP)

The Geneva Joint #4 School District is committed to responsible, efficient, ethical, and legal use of its telecommunications facilities.

Acceptable use of telecommunications includes activities that support teaching and learning. Use of District accounts is limited to school-related activities or courses. Users are encouraged to utilize telecommunications services, which may include, but are not limited to, electronic mail, conferencing, bulletin boards, databases, and access to the Internet, including the World Wide Web and File Transfer Protocol (FTP).

Unacceptable Use

Activities that are not permitted on District accounts include:

- Plagiarism
- Use of profanity, obscenity, or language which may be offensive to others
- Reposting communications without the author's prior consent
- Copying software in violation of copyright laws
- Use of on-line services for profit, commercial or illegal activity
- Development or spread of computer viruses
- Engaging in vandalism

Staff Responsibilities

District staff will teach proper techniques and standards for use of District telecommunications accounts. Staff will oversee access to telecommunications services and make sure that users understand that abuse of the services may result in loss of telecommunications privileges and may be subject to additional school sanctions.

Procedure for Obtaining Access

To obtain use of a District account, students and their parents must:

- Complete the form, Student Application for Use of an Online Account, annually.
- Agree to the District's policy governing telecommunications.
- Agree to training of students.

First Reading: September 14, 2005

Second Reading: October 12, 2005

Geneva Joint #4 School District-Woods School

362-Internet Safety Policy

Introduction

It is the policy of the Geneva Joint #4 School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent possible, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Geneva Joint #4 School District online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying and technology protection measures shall be the responsibility of the District Administrator or designated representatives.

First Reading: September 14, 2005

Second Reading: October 12, 2005

Geneva Joint #4 School District-Woods School

363- Copyright Policy

“Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of ‘original works of authorship,’ including literary, dramatic, musical, artistic, and certain other intellectual works” (U.S. Copyright Office).

It is the policy of the Geneva Joint #4 School District to comply with the guidelines set forth by the United States Copyright Act.

First Reading: September 14, 2005

Second Reading: October 12, 2005

Geneva Joint #4 School District-Woods School Policy

364- Interlibrary Loan of Materials

The District Administrator shall be responsible for the establishment of a library media center that meets the needs of the District students. The library media program shall reflect the District's Mission and Objectives

The purpose of the library media program is to ensure that students and staff are effective users of ideas and information. This is accomplished by providing a current diverse collection of print and non-print materials, computer software, on-line resources and electronic databases through collaboration of the library media specialist with the classroom teacher.

The collection shall support and expand the curriculum, reflect and support diverse individual interests and needs in an accurate and unbiased way, increase literacy for all and promote lifelong learning.

The District recognizes three beliefs about library center resources sharing and encourages the use of library resource sharing to provide for the instructional needs of our students.

1. No single school media center provides for the informational needs of all its patrons.
2. School media centers provide materials and information of value to other libraries.
3. Interlibrary borrowing does not relieve library responsibility for developing its own collection.

Therefore, the Geneva Joint #4 School district may participate in mutual resource sharing in the area and the state. It may further be the policy of the Board of Education that interlibrary loans may be provided to all media center patrons regardless of age.

First Reading: September 14, 2005

Second Reading: October 12, 2005

Geneva Joint #4 School District Policy

365-TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

POLICY STATEMENT

- A. The Geneva Joint #4 School District shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law.
- B. The term “related services” means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. “Assistive technology devices and services” would clearly be a functional part of the services defined. An “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. “Assistive technology service” means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:
 - 1. Evaluation of needs of a student with a disability, including a functional evaluation of the child’s customary environment;
 - 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
 - 3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - 4. Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
 - 5. Training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.
- C. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

POLICY PROCEDURE

- A. A student’s need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.

- B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.
- C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:
 - 1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
 - 2. Team members gather baseline data if existing data does not provide all needed information.
 - 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - 4. During a specified time frame, the trials are completed and data is collected.
 - 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
 - 6. If specific assistive technology is identified as being needed, it is written in the student's IEP.
- D. Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:
 - 1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
 - 2. Team members gather baseline data if existing data does not provide all needed information.
 - 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - 4. During a specified time frame, the trials are completed and data is collected.
 - 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.
 - 6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

LEGAL REF.: Chapter 115, subchapter V Wisconsin Statutes
Individuals with Disabilities Education Act Amendments of 1997

1st Reading – November 9, 2005
2nd Reading – December 14, 2005

367-PHYSICAL EDUCATION POLICY

I. The Physical Education Program

A. The Board has previously gone on record in the adoption of the Physical Education K-8 curriculum and its philosophy.

B. The B.O.E. must be responsible to provide instruction in Physical Education in order to promote good health practices, motor development, physical fitness and basic recreational sports skills.

C. The function of the Physical Education program, grades 1-8 should be designed to do the following:

1. Develop basic motor skills
2. Develop physical and emotional fitness
3. Develop team and individual sports skills
4. Develop an understanding of the basic rules and skills necessary to enable children to participate in recreational activities on a social level.

D. Testing should be an ongoing part of the program. This should include testing in all areas covered under part C above.

II. Extra-curricular Activities

Woods Elementary School should be interested in the overall physical, social, an emotional development of children to enable them to function in a safe and healthy manner in daily life. After school activities on an elective basis are a valuable part of this development program. Every effort should be made to offer the best possible program within the fiscal limits of the district. We, therefore, subscribe to the following:

A. The extra-curricular program should grow out of the Physical Education curriculum and should utilize skills learned in that program.

B. The extra-curricular athletics program should be carefully controlled. The primary purpose of this program is to develop interest and skills in a particular activity, giving every interested child an opportunity for equal participation.

C. Every child participating must be given equal coaching and playing time, regardless of the child.

D. Limits of Participation

1. Extra-curricular activities should be limited to grades 6,7,8.
2. Competition will be limited to games within district and feeder schools.

(physical education policy cont.)

E. Staffing

All extra-curricular programs are contingent upon the ability to staff the activity with qualified personnel presently employed within the district.