

# policy

**BOARD OF EDUCATION  
NEENAH JOINT SCHOOL DISTRICT**

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## MISSION OF THE DISTRICT

We, the community of the Neenah Joint School District, are committed to education all students so they will attain their maximum potential. We will prepare our youth to lead productive, fulfilling, and successful lives in a rapidly changing world. We will promote a passion for excellence in all aspects of the educational program. We share this responsibility with each student, family, and community member.

## VISION STATEMENT

The Neenah Joint School District relentlessly pursues the continuous improvement of the total learning experience for all NJSD stakeholders by providing a nurturing, safe and stimulating environment that values individual differences, celebrates achievement, and exceeds the expectations of the Neenah community.

## BELIEF STATEMENTS

Every aspect of the Neenah Joint School District should be consistent with the following beliefs:

- A. We will provide a challenging, flexible, and innovative educational environment that meets the needs of each and every student.
- B. An educational environment which promotes the development of individual responsibility, creativity, self-discipline, independent thinking, and encourages the freedom of thought and expression.
- C. Diversity enhances the learning environment.
- D. Encourages thoughtful risk-taking.
- E. Focuses on critical thinking.
- F. Explore, experiment, and innovate new instructional frameworks for producing high-achieving learning environments.

## SCHOOL IMPROVEMENT

The Board of Education supports the concept of management restructuring and school improvement and will seek to create and/or maintain effective schools as defined in this and other policies.

In addition to adopting a Mission Statement for the District, the Board shall create, as needed, policies which support the School Improvement Process.

The District Administrator shall establish administrative guidelines which will ensure that the following objectives for decentralized management and shared decision-making can be achieved:

- A. School improvement plans are developed and implemented by school-based teams that work collaboratively so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. Each such team may include:
  1. professional staff
  2. support staff
  3. parents
  4. representatives of the community
  5. students, when applicable
- B. A school-improvement plan provides for building-level decision-making. Each school's improvement plan is to include:
  1. goals that promote student achievement;
  2. curriculum aligned to the goals;
  3. decision-making processes;
  4. evaluation procedures;
  5. staff development;
  6. use of resources and/or volunteers;

7. other matters as determined by the District Administrator.
- C. Periodic review and approval by the District Administrator of each school's modification and improvement of its program based on the school's assessment of student accomplishment of performance objectives and program goals.
- D. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.

Upon approval of a school's initial plan and its later revisions, the Board and District Administrator shall fully support, to the extent that resources allow, the school's educational improvement program.

This improvement program may include co-curricular activities.

118.013, Wis. Stats.

## READING INSTRUCTIONAL GOALS

To promote students' reading skills, the Board of Education directs the administration to prepare for Board approval a program of reading goals for students for grades kindergarten to 12. Other services may be employed to fulfill this obligation.

The goals shall be based on an assessment of existing reading needs of students. Subsequently the students shall be assessed based on the reading goals.

The Assistant District Administrator(s) of Elementary and Secondary Learning and Leadership in consultation with the District reading specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator and Board.

118.015, Wis. Stats.

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## CURRICULUM DEVELOPMENT

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

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as the plan for learning necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be met in the regular program or classroom;
- C. consistent with 118.30 and 118.01 Wis. Stats., incorporates State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives.

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

The District Administrator shall make progress reports to the Board as needed or appropriate.

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

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

Upon Board approval, the District Administrator may proceed to implement the program.

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

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

118.01, 118.24, Wis. Stats.

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## ADOPTION OF COURSES AND PROGRAMS OF STUDY

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board. No course of study shall be taught in the schools of this District unless it has been adopted by the Board.

The District Administrator shall recommend to the Board such courses of study as are deemed to be in the best interests of the students and are needed to comply with State law. The District Administrator's recommendation shall include the following information about each course of study:

- A. rationale/historical perspective
- B. specific objectives
- C. supportive research
- D. budget
- E. professional learning requirements
- F. methods for evaluation

Each program shall be consistent with the District's objectives and long range plans. Programs designed for disabled students must comply with Federal and State guidelines.

118.01, Wis. Stats.

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## SPECIAL OBSERVANCE DAYS

In compliance with the Wisconsin School Laws, the Board of Education directs the District Administrator to ensure that the following days, and any additional days proclaimed by the Governor, are appropriately observed in all schools:

January 15th	Martin Luther King Jr. Day
February 12th	Abraham Lincoln's Birthday
February 15th	Susan B. Anthony's Birthday
February 22nd	George Washington's Birthday
March 4th	Casimir Pulaski Day
March 17th	The Great Hunger
April 9th	Prisoners of War Remembrance Day
April 13th	American Creed Day
April 19th	Patriot's Day
April 22nd	Environmental Awareness Day
June 14th	Robert La Follette Sr. Day
September 16th	Mildred Fish Harnack Day
September 17th	U.S. Constitution Day
September 28th	Frances Willard Day
October 9th	Leif Erikson Day
October 12th	Christopher Columbus's Birthday

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November 11th

Armistice Day

Wednesday of the third week in September as part of Wonderful Wisconsin Week

Last Friday in April

Arbor Day

Friday of the 3rd week in September

POW-MIA Recognition Day

118.02, 118.025, Wis. Stats.

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## CONTROVERSIAL ISSUES IN THE CLASSROOM

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. The classroom consideration of issues on which there is public disagreement is a primary responsibility of education for effective citizenship.

**Definition** - A controversial issue is any topic, problem or policy about which there are differences of opinion. An issue is controversial when different interpretations are given to a particular set of facts. Although disagreements may arise over facts, an issue usually becomes controversial because different values are applied to certain facts.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program with the following factors considered:

- A. Significance - Is the issue important or related to a persistent problem so that the information acquired will be continuing usefulness?
- B. Definability - Does the issue involve alternative viewpoints that can be understood and defined by the students concerned?
- C. Availability of Materials - Is the issue one about which information is available so that alternatives can be studied discussed and evaluated on a factual and reasonable basis?
- D. Timeliness - Is the topic too hot to handle at the moment? Might it be wise to defer consideration of the issue so that it can be studied and discussed calmly and with due consideration for facts.
- E. Educational Contribution - Does the issue provide opportunity for critical thinking, for the development of respect and tolerance, and for the understanding of conflicting viewpoints?

### The Role of the Teacher

The teachers of the District do not "teach" controversial issues; they teach about such issues. It is their responsibility to provide opportunities for dispassionate, fair, and scholarly study of controversial issues, so that students may have an opportunity to study such topics in an atmosphere void of partisanship and bias.

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

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

- A. have been approved by the District Administrator.
- B. have been approved by the principal.

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

The District Administrator shall develop administrative guidelines for dealing with controversial issues.

(See also Policy 3310 – Freedom of Speech in Noninstructional Settings)  
Garcetti v. Ceballos, 126 S. Ct. 1951 (2006)

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## INNOVATIVE PROGRAMS

The Board of Education wishes to promote the continued improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body who wish to pursue a promising program for school improvement.

An innovative program design shall address the steps below when appropriate to the project:

- A. rationale
- B. specific objectives
- C. supportive research
- D. budgeting
- E. in-service requirements
- F. plans for broader implementation
- G. methods for evaluation

Each innovative program shall be consistent with the District's objectives and long range plans. Programs designed for disabled students must comply with Federal and State guidelines.

118.13, Wis. Stats.



NONDISCRIMINATION AND  
ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability in any of its student program and activities.

In order to achieve the aforesaid goal, the Board directs the District Administrator to:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon race; color; age; pregnancy; marital or parental status; sex or sexual orientation; religion; national origin; ancestry; culture; creed; or physical, mental, emotional, or learning disability, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.

provide that necessary programs are available for students with limited use of the English language.

B. Staff Training

develop an ongoing program of professional learning designed to identify and solve problems of race; color; religion; age; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; ancestry; creed; cultural; or other bias in all aspects of the program.

C. Student Access

review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race; color; religion; age; creed; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; or ancestry, in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations.

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters.

E. Student Evaluation

require that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race; color; religion; age; creed; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; or national origin.

The District Administrator shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973, is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students with limited English proficiency and to assess their ability to participate in District programs.

118.13 Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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SECTION 504/ADA  
PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation in, or treatment, or employment in, its programs or activities. As such, the Board's policies and practices will not discriminate against employees and students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

As used in this policy and the implementing administrative guidelines, "an individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to employment, a qualified person with a disability means a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

The Director of Pupil Services is the District Section 504 District Compliance Officer/ADA Coordinator ("District Compliance Officer"). The District Compliance Officer is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act ("ADA"). A copy of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, including copies of their implementing regulations, may be obtained from the District Compliance Officer. The District Compliance Officer can be reached at:

Director of Pupil Services  
410 S. Commercial Street  
Neenah, WI 54956-2593  
920-751-6800, ext. 204

The District Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The District Compliance Officer will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

## Employment Practices

### **Discrimination Prohibited**

In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the District's programs or activities. Further, the Board will take positive steps to employ and advance in employment qualified individuals with disabilities. The Board will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

### **Reasonable Accommodation**

The Board will provide reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities.

## Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The District will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the District will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

## Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education ("FAPE"). An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the Individuals with Disabilities Education Improvement Act ("IDEIA"), the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The District will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice of the Board's policy on nondiscrimination in employment and education practices and the identity of the District's Compliance Officer will be posted throughout the District, and published in the District's recruitment statements or general information publications.

The Board directs the District Administrator to prepare administrative guidelines for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities in accordance with Section 504.

The Board will provide in-service training and consultation to staff on the education of persons with disabilities, as necessary and appropriate.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

29 C.F.R. Part 1630

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended,

34 C.F.R. Part 104

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

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## ENGLISH LANGUAGE PROFICIENCY

The Board of Education recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, and the assessment of the ELL student's academic progress. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of ELL students shall be notified of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an ELL 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. Any ELL 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 alternate assessments shall be 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 ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter the ELL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of ELL students.

P.I. 13 Wis. Admin Code  
118.13, 118.30(2), 115 Wis. Stats.

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## TITLE I SERVICES

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The District Administrator shall prepare and present to the Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

### A. **Assessment**

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the District professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

### B. **Scope**

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

### C. **Participation**

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

**D. Comparability of Services**

Title I funds will be used only to augment, not to replace, State and local funds. The District Administrator shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the District Administrator shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

**E. Professional Learning**

The District Administrator shall develop procedures whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act.

**F. Simultaneous Services**

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200, et seq.

## PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

### Development of Administrative Guidelines for Parent Participation

The District Administrator shall ensure that the Title I plan under Section 6312 contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. the District expects and encourages parents to be involved in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;

- G. timely responses will be given to parental questions, concerns, and recommendations;
- H. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement and school performance;
- I. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental involvement and to revise, if necessary, this policy;
- J. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The District Administrator shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;
- B. parent's responsibility for such things as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and positive use of extra-curricular time; and
- C. the importance of parent-teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.

**Informing Parents of Their Right to be Involved in Development and Administration of this Policy**

The District Administrator shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting, at a convenient time, to which parents of participating children are invited and encouraged to attend, to explain the school's involvement under Title I, the requirements to develop this policy, and the parents' right to be involved;
- B. involves parents in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities;
- C. provides participating students' parents with:
  1. timely information about the Title I programs;
  2. an explanation of the curriculum, the forms of academic assessment, and the proficiency levels expected;
  3. regular meetings, upon request by a parent, to make suggestions and receive response regarding their student's education.

**Notice to Parents and Updating the Policy**

The District will notify all parents of this policy, the guidelines, and the school-parent compact in a language understandable to the parents, to the extent practicable. Additionally, this policy will be made available to the local community and will be updated periodically to meet the changing needs of parents and the school.

20 U.S.C. 6318  
34 C.F.R. Part 200 et seq.

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## TITLE I – PARENTS’ RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents **shall** be provided:
  1. information on the level of achievement of their child(ren) on the required State academic assessments;
  2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200 et seq.



## RELIGION IN THE CURRICULUM

The Board of Education believes that an understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets.

U.S. Constitutional Amendment 1

## YOUTH OPTIONS PROGRAM

The Board of Education recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, Technical Colleges, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow high school juniors and seniors who satisfy the eligibility requirements under the Youth Options Program statute and the administrative rules of the Department of Public Instruction to enroll in an approved course at an institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The District Administrator shall establish administrative guidelines to ensure that the District's Youth Options Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that students in grades 9-11 and their parents are provided with information regarding the Program by October 1st each year.

118.37, 118.55, Wis. Stats.  
P.I. 40

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## FIELD AND OTHER DISTRICT-SPONSORED TRIPS

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program.

Field trips must be arranged with the approval of the principal.

Overnight trips will be allowed only by permission of the District Administrator.

Students may be charged fees for District-sponsored trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

Field trips on Saturdays, evening and during vacations are permitted, but are not mandatory upon the student and the teacher will not receive extra pay.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The District Administrator shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

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The distance traveled outside the State and the use of nondistrict vehicles shall be consistent with Chapter 121 Wis. Stats.

121.54(7), Wis. Stats.

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## EDUCATIONAL OPTIONS

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

An optional plan to meet the recognized educational needs of a student shall be approved by the District Administrator. The District Administrator shall prepare a plan of educational options for use in meeting special needs.

Such options shall be consistent with Chapter 118 and may include, but not be limited to, tutorial programs, independent study, online courses, correspondence courses, work-study or school work training programs, high school equivalency programs, technical college programs, summer school, early college entrance, etc.

Credit may be granted to the student upon complete evaluation of the program.

The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the graduation requirements of the State and the District.

The District Administrator shall establish administrative guidelines whereby each educational option is properly analyzed, planned, and implemented and complies with all applicable requirements of the State.

118.15, 118.55, Wis. Stats.

## SCHOOL COUNSELING SERVICES

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the District. Such a program should be developmentally appropriate and:

- A. assist students in achieving their optimum growth;
- B. enable students to draw the greatest benefit from the offerings of the instructional program of the schools;
- C. assist students in career awareness and planning and in the selection of appropriate postsecondary educational opportunities;
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school;
- E. help students learn to make their own decisions and solve problems independently;
- F. enable counselors to effectively communicate with students who have limited English proficiency and/or are sensory impaired.

The District Administrator is directed to implement the school counseling program which carries out these purposes and:

- A. involves appropriate staff members at every level;
- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community;
- E. cooperates with parents and recognizes their concern and ideas for the development of their children;
- F. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;

- G. provides that an appropriate amount of time and effort shall be given to providing guidance and counseling services to those students sixteen (16) to nineteen (19) years of age who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;
- H. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

The Board shall provide the following services, through the counselors' office, for students who have limited English proficiency:

- A. an effective instructional program and supportive services appropriate to meet the needs of the student;
- B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and
- C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction intended to improve the skills of such students in the use of their native language to assist the student in becoming proficient or advanced in all subject areas.

School counseling personnel are directed to provide information and direction to students with limited English proficiency regarding access to ELL programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

121.02 (1)(e) Wis. Stats.  
P.I. 8.01(2)(e), Wis. Adm. Code  
34 C.F.R. 100.3(b)(I)  
34 C.F.R. 100.3(b)(iv)  
34 C.F.R. 100.3(b)(v)  
34 C.F.R. 106.36  
34 C.F.R. 104.37(b)  
28 C.F.R. 35.130, Guidelines V-D  
Vocational Educational Guidelines, Appendix B, Title 6



## HOMEBOUND INSTRUCTION PROGRAM

The Board of Education shall provide, pursuant to rules of the Department of Public Instruction or appropriate State agency and State/Federal law, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

A physician licensed to practice in this State shall submit a written statement certifying the nature of the medical disability and stating the probable duration of the confinement.

The District shall begin the instruction as soon as practicable after the date of notification for nonspecial-education students. In the case of students with disabilities under an IEP, the instruction is to begin as soon as practicable after the IEP Committee has met to develop an appropriate IEP. The program of homebound instruction given each student shall be in accordance with rules of the Department of Instruction or other appropriate agency.

Applications must be approved by the Director of Pupil Services.

Where permitted by law, the District reserves the right to withhold homebound instruction when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

118.15(3)(a), Wis. Stats.  
P.I. 11.31, Wis. Adm. Code

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## HEALTH EDUCATION

The Board of Education, in compliance with State law, has adopted a comprehensive program of health education which will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.

In implementing the program, the District Administrator may use whatever District and outside resources, including Department of Education guidelines and consultants, s/he deems appropriate.

115.35, Wis. Stats.

## HUMAN GROWTH AND DEVELOPMENT

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats., to include the following:

- A. the importance of communication about sexuality and decision making about sexual behavior between the student and the student's parents, guardians, or other family member
- B. reproductive and sexual anatomy and physiology, including biological, psychosocial, and emotional changes that accompany maturation.
- C. puberty, pregnancy, parenting, body image, and gender stereotypes
- D. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
- E. the benefits of and reasons for abstaining from sexual activity  

Instruction under this subdivision shall stress the value of abstinence as the most reliable way to prevent pregnancy and sexually transmitted infections.
- F. the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections
- G. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
- H. how alcohol and drug use affect responsible decision making

- I. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality:
  1. use instructional methods and materials that do not promote bias against students of any race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities
  2. promote self-esteem and positive interpersonal skills, with an emphasis on healthy relationships, including friendships, marriage, and romantic and familial relationships
  3. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The District Administrator will ensure that instruction in marriage and parental responsibility is provided and that instruction, when age-appropriate, fulfills the requirements of Chapter 118.019(2r) Wis. Stats. as listed below:

- A. the criminal penalties for engaging in sexual activities involving a child under Ch. 948
- B. the sex offender registration requirements under Section 301.45

Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under Section 301.45

115.35, 118.019(2)(3), Wis. Stats.  
P.I. 8.01(2)(j), Wis. Adm. Code

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## STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The District Administrator shall ensure that procedures are established whereby parents may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member, the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

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The District Administrator is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

20 U.S.C. 1232g, 20 U.S.C. 1232h

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PARENTAL/POLICE ACCESS TO LIBRARY

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

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

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

Sec. 43.30 (1m), Wis. Stats.  
43.30(5), Wis. Stats.

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