

SCHOOL DISTRICT OF RIB LAKE

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SCHOOL DISTRICT OF RIB LAKE

310

EDUCATIONAL PHILOSOPHY

The mission of the Rib Lake School District is to provide the highest possible education for every student in a safe, nurturing environment. This will be accomplished by providing meaningful opportunities and experiences, with a competent staff, and with quality facilities and equipment, resulting in responsible, contributing citizens.

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

321

SCHOOL DAY

The length of the school day shall be established by the Board in accordance with state law.

The District Administrator shall monitor compliance with the schedule of the hours of a normal school day and recommend to the Board any actions necessary to comply with this policy and applicable state laws.

LEGAL REF.: Sections 115.01(10) Wisconsin Statutes  
120.12(15)  
121.02(1)(f)2  
PI 8.01(2)(f)2, Wisconsin Administrative Code

CROSS REF.: RLEA Agreement

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

331

CURRICULUM EVALUATION

The Board believes that evaluation is the only means of learning whether the educational objectives adopted by the Board are being achieved. Curriculum areas shall be monitored continuously and evaluated at least once every five years in accordance with state law and regulations.

The purposes for curriculum evaluation are as follows:

1. To indicate curriculum strengths and weaknesses;
2. To provide information needed for advanced planning;
3. To provide data for public information;
4. To show the relationship between achievement and the system's stated goals;
5. To assist in the understanding of administrative regulations and the needs of the system; and
6. To check on the suitability of the program in terms of community requirements.

The Board shall delegate to the professional staff the specific evaluation of the curriculum. However, the Board shall make final evaluation decisions.

LEGAL REF.: Section 121.02(1)(k) Wisconsin Statutes  
PI 8.01(2)(k), Wisconsin Administrative Code

CROSS REF.: 330, Curriculum Development

FRIST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

341.1

READING INSTRUCTION

The Board supports the following reading goals:

1. A well-coordinated developmental reading program shall be made available for students at all grade levels.
2. Adequate time and effort shall be devoted to instruction in reading as one of the basic skills areas.
3. A variety of learning materials and teaching techniques shall be used to accommodate individual student ability and achievement.
4. Parents/guardians should be involved in home-school cooperative efforts to help each student reach his/her reading potential.

The reading program and student achievement shall be evaluated annually.

LEGAL REF.: Sections 118.01(2)(a)  
                  118.015           Wisconsin Statutes  
                  121.02(1)(c)  
                  PI 8.01(2)(c), Wisconsin Administrative Code

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

341.2

EDUCATION FOR EMPLOYMENT

The Board shall provide an education for employment program for elementary and secondary students which has been developed in accordance with state guidelines and has been approved by the State Superintendent of Public Instruction.

All students shall have access to an education for employment program that provides for the following:

- a. Practical application of basic skills in the general and vocational curricula;
- b. Community field experiences and school-supervised work experience;
- c. Career exploration and planning which also addresses sex-role stereotyping in career decision making;
- d. Employability skills and attitudes;
- e. Study of the practical application of economics and American economic institutions; and
- f. In grades 9 through 12, vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates, job placement and employment needs.

The education for employment coordinator shall coordinate the education for employment program in accordance with state laws and regulations.

LEGAL REF.: Section 121.02(1)(m) Wisconsin Statutes  
PI 26, Wisconsin Administrative Code

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

342.1

SPECIAL EDUCATION PROGRAM

In recognizing its educational responsibility for all District students, the Board shall provide special education and related services to students with disabilities.

A special education handbook shall be developed by the District that outlines specific policies, plans and procedures relating to children with disabilities. This handbook shall meet state and federal law requirements and be adopted by the Board.

LEGAL REF.: Sections 118.13           Wisconsin Statutes  
                  118.51  
                  118.52  
                  121.54(3)  
                  121.78(3)  
          Chapter 115, Subchapter V  
          PI 11, Wisconsin Administrative Code  
          Individuals with Disabilities Education Act Amendments of  
          1997

CROSS REF.: Special Education Handbook

FIRST READING: April 13, 2000

APPROVED: May 11, 2000



SCHOOL DISTRICT OF RIB LAKE

342.2

SECTION 504 PROGRAMS

The Board shall provide a free and appropriate public education to each handicapped student within its jurisdiction, regardless of the nature or severity of the handicap.

It is the intent of the District to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be considered handicapped under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

Procedural rights of handicapped students and their parents under Section 504 shall be enforced. The elementary (K-8) and high school principals shall be the coordinators of Section 504 activities.

LEGAL REF.: Section 504, Rehabilitation Act of 1973

CROSS REF.: 342.1, Special Education Program  
411, Equal Educational Opportunities  
Section 504 Handbook

APPROVED: December 14, 1995

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

342.3

GIFTED AND TALENTED PROGRAM

A gifted and talented program shall be established to provide the student(s) with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability.

"Gifted and talented students" shall include those students who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program. Students shall be identified as gifted and talented in accordance with state guidelines.

A policy guideline booklet shall be developed and maintained by the coordinator of the program.

LEGAL REF.: Sections 118.35           Wisconsin Statutes  
                          121.02(1)(t)  
                          PI 8.01(2)(t), Wisconsin Administrative Code

FIRST READING: April 13, 2000

APPROVED:     May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

342.4

PROGRAMS FOR CHILDREN AT RISK

The Board shall establish a plan to identify and serve the needs of children at risk, in accordance with state law. Parents shall be notified when their child is identified as a child at risk.

If required, an annual report concerning children at risk shall be made to the Department of Public Instruction.

LEGAL REF.: Sections 118.153      Wisconsin Statutes  
                  118.33  
                  121.02(1)(n)  
                  PI 8.01(2)(n), Wisconsin Administrative Code  
                  25

CROSS REF.: District Children at Risk Plan

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

342.5

TITLE I PROGRAMS

The Board shall participate in the federal Title I program. The Title I is a program funded by the federal government based on economic need which is designed to offer supplemental instruction in reading and math to eligible students. Title I staff also work to promote reading and math opportunities for all students.

All programs and services provided for Title I students shall be at least comparable to those provided in areas not receiving Title I funds. Also, the District shall ensure equivalency among schools or grade levels within the District in teachers, administrators, auxiliary personnel, curriculum materials and instructional supplies. When determining comparability, the District need not consider unpredictable changes in enrollment or personnel assignments that occur after the beginning of the school year.

The Board recognizes the importance of parent involvement in the Title I program and, therefore, will provide appropriate opportunities for parents to become involved in the design and implementation of the District's program. Specific activities for parent involvement in the District's Title I program shall be developed. These activities shall be reported to the Board.

LEGAL REF.: Title I of the Education Consolidation and  
Improvement Act of 1981  
Elementary and Secondary School Improvement  
Amendments of 1988 (Section 1018  
Subsection (c))

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

## ENGLISH LANGUAGE LEARNER PROGRAM

The Rib Lake School District shall provide appropriate services for district students whose primary language is not English. The purpose of these services will be to help students acquire English language proficiency, develop high levels of academic attainment in English, and meet the same challenging Wisconsin academic standards that all students are expected to meet.

English Language Learners (ELL) shall be identified as part of the school enrollment process based on home language survey results. Once ELL students are identified, their English proficiency shall be assessed, they shall be assigned an English proficiency level, and placed in an age-appropriate educational program. Annually the district shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements and established district procedures. Accommodations on the Wisconsin Knowledge and Concept Examination may be made based on student needs, provided the validity of the test is maintained and said accommodations are documented within a student's ELL plan of service.

Specialized instructional materials and techniques designed to teach students with limited English proficiency shall be used in the district. The degree of curricular and instructional modification, type of support services, and their duration shall be based on individual student need and designed to assure individual progress in language and academic content goals. Standards-based language/academic goals and services shall be documented in an individual ELL plan of service, developed by a team of educators and parents. At least annually, ELL plans of service will be reviewed and revised until an ELL student exits from such services. Students will be exited from ELL services if their English proficiency reaches a level six or they demonstrate proficient/advanced skills on the WKCE for two consecutive years.

Parents/guardians of ELL students shall be involved in the development of individual plans of service and notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent/guardian understands them. Parents/guardians may refuse ELL program services by providing a signed refusal which shall be maintained by the district.

CROSS REFERENCE: 346, 346-R

LEGAL REFERENCE: Sec. 118.13, Wis. Stats, Department of Public Instruction (PI 9 & 13)

FIRST READING: December 11, 2008

TO BE APPROVED: January 8, 2009

**INDEPENDENT EDUCATIONAL EVALUATION POLICY AND PROCEDURES  
SCHOOL DISTRICT OF RIB LAKE**

342.6

Independent Educational Evaluations are addressed in the Federal Regulations which implement the Individual with Disabilities Education Act (IDEA). See 34 C.F.R. § 300.502 (1999).

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the child's school district. A parent has a right to an IEE at public expense if the parent disagrees with a recent evaluation conducted by the school district. For the purposes of this policy, "Evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. The school district is not required to pay for an IEE if the district has not conducted a recent evaluation. In the event the district receives a parent request for an IEE, the district must, without unnecessary delay, either provide the IEE at school expense per this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the final decision in the due process hearing is that the district's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation conducted by the school district. The parents must request payment for the IEE within one year of the date the results of the school district evaluation were shared with parents.

**Procedure to Obtain an IEE at Public Expense:**

1. The parents should submit to the school district a written request for an IEE and may include in such request an explanation of their reasons for objecting to the evaluation obtained by the district. However, the district will not deny parents a publicly funded IEE because they fail to provide the district with such a written request or fail to provide reasons for requesting an IEE.
2. Upon receipt of a parental request for an IEE, a determination will be made as to whether the district will initiate due process to establish the appropriateness of its evaluation or proceed with procuring an IEE. The district will respond in writing to a parent request for an IEE within fifteen school days from the date the district receives the request.
3. If the district decides to procure an IEE for the parents, the school district's written response will contain the following:
  - a) A listing of the names and addresses of IEE Examiners located within 90 miles of the School District of Rib lake for the type of assessment needed. The list will identify those IEE Examiners who, in the school district's judgement, are qualified to perform the evaluation requested by the parents. Parents may select an examiner who is not on the list, however, parents must ensure that the IEE meets the School District of Rib lake's criteria if they want a publicly funded IEE. These criteria include the qualification of the examiner, the location of the evaluator and fees. If no qualified examiner exists within 90 miles of the School District of Rib lake, the district will identify an individual located in the State of Wisconsin who can perform the evaluation.
  - b) The specific location of the evaluation. All IEE's will be performed in the school district unless the parents demonstrate that unique circumstances warrant a publicly funded IEE outside the school district.
  - c) A description of the school district's criteria for selection of IEE Examiners.
4. Minimum Qualifications for IEE Examiners. The following are the school district's minimum qualifications to be approved as an IEE Examiner. Prospective examiners with credentials other than those listed below will not be approved unless the parents can show unique circumstances which justify a publicly funded IEE by an examiner who does not meet the school district's criteria:
  - a) The prospective IEE Examiner (the "Examiner") must be licensed by the Wisconsin Department of Public Instruction in the appropriate field; and have recent and extensive experience in the public schools. Physicians, nurses, psychiatrists, neuropsychologists, and other medical personnel must be licensed by the State of Wisconsin.
  - b) The Examiner must be located within 90 miles of the School District of Rib lake.
  - c) The Examiner must charge fees for educational evaluation services within the attached schedule of cost. An independent multidisciplinary evaluation will be limited to a total cost of \$1,000.
  - d) The Examiner shall not be an employee of the school district.

- e) The Examiner shall have no employment, ownership interest or association, past or present, with private schools or private instructional service agencies who are in the business of educating pre-school to high school-age students. The Examiner shall have no membership or active association with organizations that advocate the interests of parents or particular instructional approaches in the area of educating children with disabilities.
  - f) The Examiner shall have no history of consistently acting as an expert witness against public schools.
  - g) The Examiner must be permitted to directly communicate and share information with members of the IEP Team. The Examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
  - h) If the School District evaluation included an observation of the child in one or more educational settings, the IEE shall include at least one observation in that setting. The Examiner shall make at least one contact with the student's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, examiners are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the student in the school setting is a required component.
  - i) The Examiner will meet with appropriate school psychologist and classroom teacher(s) if requested by the district.
5. The maximum allowable cost for an Examiner will be determined by the Director of Special Education according to the attached schedule. In the event the examiner is one not typically employed by a district, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the school district (see the attached). The district shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in the connection within their arrangement of, or their attendance at the IEE, unless the parents can demonstrate that necessary services are not available in the community. If it is demonstrated that the necessary services are not available in the community, then reimbursement for mileage and food will be made at the current rate established by the Board of Education; lodging expenses will be reimbursed up to the State Rate. Receipts for such incurred expenses will need to be submitted to the District Administrator for approval of reimbursement.
  6. The school district will permit parents to demonstrate other factors that make the extraordinary costs necessary to justify an IEE which exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the school district's sole judgement, there is no justification for the excess cost, the cost of the IEE will be funded up to the school district's maximum allowable cost and no further. The parents shall be responsible for any remaining costs. When insurance will cover all or partial costs of the IEE, the school district will request that the parents have their insurance pay the IEE cost covered by their insurance. However, parents need not ask their insurer to cover the IEE costs if such action would result in financial cost to the parents, such as an increase in premiums, the discontinuance of the policy, a decrease in available lifetime coverage, or an out of pocket cost such as payment of a deductible.
  7. In the event the IEE is ordered by an Administrative Law Judge (ALJ) as part of a due process hearing pursuant to Wis. Stat. §115.80 or as part of a mediation session conducted pursuant to Wis. Stat. 115.797, the ALJ or mediator may determine the qualifications of the examiner and the cost to be reimbursed by the district may be modified.

References:

34 CFR § 300.502 (1999)  
Wis. Stat § 115  
DPI Bulletin 99.02

## FEES FOR EVALUATIONS

An independent evaluation will be limited to a total cost of \$1,000. Single disciplinary evaluations will be limited to the following schedule of cost:

Academic Achievement	up to \$300
Adaptive Behavior	up to \$200
Assistive Technology	up to \$400
Auditory Acuity	up to \$150
Auditory Perception (CAP)	up to \$150
Cognitive	up to \$400
Health	up to \$100
Neurological	up to \$700
Motor	up to \$250
Sensory-Motor Integration	up to \$300
Speech and Language	up to \$400
Social/Emotional/Behavioral	up to \$400
Vision	up to \$100
Functional Vision	up to \$150
Transition	up to \$300

Costs above these maximal amounts will not be approvable unless the parent can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services or if the parents can demonstrate that there are other factors that make the extraordinary costs necessary.



## APPROVED ASSESSMENT INSTRUMENTS FOR USE IN INDEPENDENT EDUCATIONAL EVALUATIONS

The following listed test instruments are used to assess student skills in the areas identified. This list is not intended to be exhaustive but more as representative. Other test instruments as identified through the evaluation plan can be used. All listed instruments must be administered by a qualified examiner, be age appropriate to the child, and administered and scored in conformance with the publisher's instructions.

### Assessment Area

Cognitive

### Approved Instruments

Bayley Scales of Infant Development  
Cattel Infant Intelligence Scale  
Leiter International Performance Scale  
Perkins Binet  
Kaufman Assessment Battery for Children  
Kaufman Brief Intelligence Scale-4<sup>th</sup> Edition  
Test of Nonverbal Intelligence-2<sup>nd</sup> Edition  
Wechsler Adult Intelligence Scale-3<sup>rd</sup> Edition  
Wechsler Intelligence Scale for Children-3<sup>rd</sup> Edition  
Wechsler Preschool & Primary Scale of Intelligence-Revised

Academics

Key Math-Revised  
Kaufman Test of Education Achievement  
Mullen Scales of Early Learning  
Norris Educational Achievement Test  
Test of Early Mathematics Ability-2<sup>nd</sup> Edition  
Test of Early Reading Ability-2<sup>nd</sup> Edition  
Test of Early Written Language  
Test of Written Language-2<sup>nd</sup> Edition  
Test of Written Spelling-2<sup>nd</sup> Edition  
Wechsler Individual Achievement Test  
Psycho-Educational Battery-Revised (Tests of Achievement)  
Woodcock Reading Mastery Test-Revised  
Diagnostic Achievement Battery  
Diagnostic Reading Scales (Spache)  
Diagnostic Test of Arithmetic Strategies  
Peabody Individual Achievement Test  
Silveroli-Classroom Reading Inventory  
Test of Mathematical Abilities  
Test of Reading Comprehension  
Test of Written English  
Woodcock-Johnson Psychoeducational Battery  
Woodcock-Johnson Test of Achievement

Social/Emotional

Achenbach Child Behavior Checklist  
Acters-ADD-H Comprehensive Teacher's Rating Scale  
Attention Deficit Disorders Evaluation Scale  
Behavior Disorders Evaluation Scale  
Behavior Disorder Identification Scale  
Behavior Dimensions Rating Scale  
Beck Depression Inventory  
Behavior Evaluation Scale-2<sup>nd</sup> Edition  
Brigance Diagnostic Inventory of Early Development  
Behavior Rating Scale-2<sup>nd</sup> Edition  
Burk's Behavior Checklist  
Child Behavior Checklist  
Connor's Behavior Rating Scale  
Emotional and Behavioral Problem Scale  
Mooney Problem Checklist

Piers-Harris Children's Self Concept Scale  
Reynolds Child Depression Inventory  
Roberts Apperception Test  
Rotters Incomplete Sentences Blank  
Self-Description Questionnaire  
Self-Esteem Inventory  
Thematic Apperception Test  
Test of Early Socioemotional Development

Motor/Perceptual and/or  
Processing

Beery Developmental Test of Visual-Motor Integration  
Bender Visual Motor Gestalt Test  
Bruininks-Oseretsky Test of Motor Proficiency  
Detroit Test of Learning Aptitude  
Learning Disabilities Diagnostic Inventory  
Peabody Developmental Motor Skills  
Test of Visual Motor Integration  
Test of Visual Motor Skills  
Test of Perceptual Skills  
Motor Free Visual Perception Test  
Visual Aural Digit Span  
Wepman Auditory Discrimination

Speech and Language

Assessment of Phonological Processes-Revised  
Assessing Semantic Skills Through Everyday Themes  
Boehm Test of Basic Concepts-PreSchool  
Boehm Test of Basic Concepts-Revised  
Bracken Basic Concepts Scale  
Carrow Elicited Language Inventory  
Clinical Evaluation of Language Fundamentals-3<sup>rd</sup> Edition  
Clinical Evaluation of Language Fundamentals-PreSchool  
Expressive One-Word Picture Vocabulary Test  
Fisher-Logemann Test of Articulation Competence  
Goldman-Fristoe Articulation Test  
Language Sample Analysis  
Photo Articulation Test-Revised  
Preschool Language Scale-3<sup>rd</sup> Edition  
Peabody Picture Vocabulary Test-3<sup>rd</sup> Edition  
Pragmatic Language Checklist  
Receptive-Expressive Emergent Language Scale  
Structured Photographic Expressive Language Tests II  
Stuttering Severity Instrument-3<sup>rd</sup> Edition  
Test of Adolescent Language  
Test of Auditory Comprehension of Language-Revised  
Test of Auditory Perceptual Skills-Revised  
Test of Auditory Reasoning and Processing Skills  
Test of Early Language Development  
Test of Language Competence-Expanded  
Test of Language Development (TOLD-2)  
Test of Language Development (TOLD-2 primary)  
Test of Pragmatic Development  
Test of Problem Solving-Adolescent  
Test of Problem Solving-Revised  
Test of Word Knowledge  
Woodcock-Johnson Oral Language

Developmental/Adaptive/Vocational

American Association on Mental Deficiency Behavior Scale  
Adaptive Behavior Evaluation Scale  
Brigance Diagnostic Inventory of Early Development

Vineland Social Maturity Scale  
Woodcock-Johnson Scales of Independent Behavior  
Devereaux Behavior Rating Scales  
Vineland Adaptive Behavior Scales

SCHOOL DISTRICT OF RIB LAKE

345.1

GRADING

The District will evaluate student achievement in all classes in order to:

1. promote a process of continuous evaluation of student performance;
2. inform the student and his/her parent(s) or guardian of the student's progress; and
3. provide a basis for bringing about change in student performance if such change is deemed necessary.

Building principals shall be responsible for developing general grading systems to be used in their assigned schools.

The District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.001 Wisconsin Statutes  
118.13  
118.16(4)  
120.13  
PI 9.03(1), Wisconsin Administrative Code  
HEA 9

CROSS REF.: 345.1-Rule, High School Grading Procedures  
346, Testing Programs  
411-Rule, Student Discrimination Complaint  
Procedures  
431-Rule, Student Attendance Procedures  
Elementary and Middle School Handbooks

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

345.2

STUDENT PROMOTION AND RETENTION

The School District of Rib Lake believes that student retention should be made only in extreme cases. Evaluation of a student's progress, student records, and social adjustment shall be made by the building staff and principal, prior to exercising a decision on student retention. In all cases, a parental conference shall be scheduled to discuss the parent's input and the school decision.

Retention should take place in kindergarten, first, second, or third grades. In extreme cases, the District may retain students in grades four and five.

LEGAL REF.: Sections 118.14 Wisconsin Statutes  
118.145  
118.24(2)(a)  
118.30(5)  
120.12(2)

APPROVED: May 2, 1991

REVISED:

## SCHOOL DISTRICT OF RIB LAKE

345.21

### Acceleration

The School District of Rib Lake (District) is committed to the task of providing the kind of education that will promote the maximum intellectual, social, emotional and physical development of each student. Acceleration shall be made on the basis of the placement which promises to serve the best interests and needs of the individual student

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. These acceleration opportunities include, but are not limited to, early entrance into kindergarten, moving at faster pace through subject area(s), advanced grade placement, obtaining college credit while still in high school and early graduation. Definitions of the types of acceleration that will be used in Kindergarten through 12<sup>th</sup> grade include:

#### Horizontal Acceleration

Includes curriculum modification through compacting or a “testing-out” that allows students to move at a faster pace through the curriculum but remain with their classmates and age group. Types of horizontal acceleration include individualize or independent study, mentorship, correspondence courses, long distance learning opportunities, supervised work experience, enrolling in university courses and Advanced Placement courses. Horizontal acceleration can be done at any time and teachers are encourage to pursue any of the modification to best meet the needs of the high ability student.

#### Subject Acceleration

Allows student to move to an advanced grade level in one or more subjects but remain identified with their own age group. Examples of differential acceleration include a 3<sup>rd</sup> grade student attending a 4<sup>th</sup> grade reading class; a 7<sup>th</sup> grade student attending a 9<sup>th</sup> grade math course, etc.

#### Vertical Acceleration

Permits grade skipping that allows students to proceed to an advanced grade level in all subject areas to meet the student’s ability and performance needs. This must be done with much deliberation as to the effects of this process on the whole student.

### Initiating the Acceleration Process

Acceleration can be requested by the student, the student's parent(s)/legal guardian(s), the student's teacher(s), the student's counselor, and/or by contacting the PEARL Coordinator. To be considered for acceleration, the student must demonstrate skill levels well above the mean of the current grade level or have test scores of 97% or above in one or more of the sub-test of any nationally-normed test.

First Reading:           December 12, 2002

Second Reading:       January 9, 2003

SCHOOL DISTRICT OF RIB LAKE

345.3

GRADUATION REQUIREMENTS

In order to receive a diploma from Rib Lake High School, a student shall successfully complete 24 credits, as follows:

English	4 credits
Social Studies	3 credits
Physical Education	2 credits
Health	½ credit
Math	2 credits
Science	2 credits
Fine Arts	1 credit
Vocational Education	1 credit
Career Exploration	½ credit (Classes 2005, 2006, 2007)
Computer Science	½ credit (Beginning Class of 2008)
Electives	8 credits

In addition, a student must be enrolled in a class or participating in a Board-approved activity during each class period of each school day while attending high school and must attend high school for four years.

The District may provide accommodations for students with exceptional interests, needs or requirements in accordance with state law and established procedures.

LEGAL REF.: Sections 115.915 Wisconsin Statutes  
118.15(1)(d)  
118.153  
118.30  
118.33  
118.35  
118.55  
120.12(17)  
121.02(1)(p)  
PI 18, Wisconsin Administrative Code  
PI 40

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

REVISED: February 12, 2004



SCHOOL DISTRICT OF RIB LAKE

345.31

PARTICIPATION IN THE GRADUATION CEREMONY

The District believes that participation in the graduation ceremony should be an honest reflection of the work accomplished. Therefore, students must meet the established credit requirements in order to qualify for graduation and to participate in the graduation ceremony.

This policy strives to provide these four benefits:

- Motivate students to earn credits for graduation rather than just "putting in time" as disinterested non-achievers.
- Make the privilege of the graduation ceremony reflect a celebration of the achievement of academic accomplishments rather than an acknowledgment of attendance for those credit-deficient seniors.
- Make honest allowances for the inclusion of those students who have truly tried to achieve and have fallen just short of the required credits needed to participate in the graduation ceremony.
- Provide a yearly safeguard to keep students on a credit attainment schedule to reduce unexpected disappointments for the parents or guardians of credit-deficient seniors.

Determination of a student's qualification to participate in the graduation ceremony shall be made in accordance with established procedures.

CROSS REF.: 345.31-Rule, Guidelines for Determining Eligibility to Participate  
in the Graduation Ceremony  
345.3, Graduation Requirements

APPROVED: December 20, 1995

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

345.31-Rule

GUIDELINES FOR DETERMINING ELIGIBILITY  
TO PARTICIPATE IN THE GRADUATION CEREMONY

1. Each student's grade level shall be reexamined every semester so that his/her grade level status reflects his/her credits earned, not the number of years in school. The minimum standards by which a student would advance beyond Freshman status are:

Sophomore status:	5 1/2 credits earned
Junior status:	11 credits earned
Senior status:	16 1/2 credits earned (A student who earns 7 ½ credits (a full class load) in the senior year will graduate.)
Graduate status:	24 credits earned

2. Students that have achieved 23 credits may participate in the graduation ceremony provided that both of the following conditions are met:

The student has registered for the required correspondence course to make up the deficient credit.

The student has proof of payment for the required correspondence course. Such proof of payment must be submitted to the guidance counselor.

This provision applies whether the deficient credit is from an elective or required course failure.

3. Students that have achieved less than 23 credits are not allowed to participate in the graduation ceremony.

4. Students must have attended school at least 90% of the school days/class periods in both the first semester and second semester of their senior year to participate in graduation. This includes all pre-planned and parent excused absences. The principal may waive this requirement for good and sufficient reason (extended illness, family emergency, extended vacation, etc.)

5. Students must have paid all fines, fees and other financial obligations owed to the school district in order to participate in the graduation ceremony,

6. Student participation in the graduation ceremony is a privilege. Any multiple-day school suspension or school related legal referral during senior year may result in revocation of the graduation ceremony privilege.

Approved: December 20, 1995

Revised: May 11, 2000  
July 8, 2010

# SCHOOL DISTRICT OF RIB LAKE

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## Valedictorian - Salutatorian Awards

345.32

The valedictorian will be selected after the first semester of the students' senior year. The individual with the highest grade point average will be the valedictorian and the individual with the second highest grade point average will be the salutatorian. Grade point averages will be determined using the Rib Lake High School's grading criteria. Any student that transfers in from a school using a different grading scale will have their grade point average determined on the RLHS scale. In order to be eligible for valedictorian, a student must have seven semesters of grades, at least three that must have been obtained at Rib Lake High School.

In the case of a tie with two or more students having identical grade point averages, the first ACT score of the students will be used as the first tie breaker. The individual with the highest ACT score will be the valedictorian; the individual with the second highest score will be named the salutatorian. The test results will need to be made available on January 1 of the year in question.

If identical grade point averages, and identical ACT scores exist, a second tie breaker will be used. The second tie breaker will be the grade point average of college prep and AP classes each student has completed. College prep classes are chemistry, physics, advanced biology, college prep English 11 and 12, and math course to include algebra, geometry, advanced algebra, pre-calculus, and calculus.

A third tie breaker would be the individual with the greatest number of completed courses will be named as the valedictorian.

If a tie would still exist, involvement in class offices, and other student organizations would be used as a determining factor. The individual involved in the greatest number of activities would receive the award.

The valedictorian will be named the recipient of the governor's academic excellence scholarship.

First Reading: April 15, 1999

Final Approval: May 13, 1999

SCHOOL DISTRICT OF RIB LAKE

346

TESTING PROGRAMS

The District shall establish and maintain a standardized basic testing program that can be used, communicated and interpreted by school and by district.

The program will lend itself to:

1. A qualitative assessment of the educational program of the District for purposes of reporting the overall status of the District and charting the growth of its students, grades, schools and areas from year to year.
2. Appropriate reports to the Board.
3. Interpretation and use by the teacher, counselor and administrator so that the test findings will influence the guidance and counseling of individual children, and the development of a high quality curriculum.

The testing program will reflect the academic growth of students according to their own mental capacities and to local and national norms; minimize the workload of school personnel in terms of test administration, scoring, interpretation and use; and assess the growth of students in the basic skills and subjects in the elementary and secondary grades.

The District testing program shall include tests required by state law and/or regulations. Decisions regarding the inclusion or exclusion of students with disabilities or limited English speaking (LES) students in state-required testing shall be made on an individual basis in accordance with established procedures.

The District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, national origin, religion, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 115.77(lm)(bg)  
118.13 Wisconsin Statutes  
118.30  
121.02(1)(r) & (s)  
PI 8.01(2)(r) & (s), Wisconsin Administrative Code  
9.03(1)  
13.03  
16

CROSS REF.: 346-Rule, Guidelines for Testing Program Participation  
411-Rule, Student Discrimination Complaint Procedures

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

346-Rule

GUIDELINES FOR TESTING PROGRAM PARTICIPATION

A. Third Grade Reading Tests

1. Testing of Students with Disabilities

- a. Students with disabilities shall participate in state-wide third grade reading testing, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate.
- b. Decisions regarding testing will be made on an individual basis and will be documented in the disabled student's Individual Education Plan (IEP).
- c. Any modifications that might be needed in the test administration or format should become part of the IEP.

2. Testing of Limited English Speaking (LES) Students

- a. A student with LES will be administered the third grade reading test if he/she understands and speaks English well but needs assistance in reading and writing in English to achieve at a level appropriate for his/her age or grade. Modifications in the format and administration of the test may be provided based on the student's needs.
- b. A student with LES will be excluded from the state's third grade reading test if he/she:
  - does not understand or speak English;
  - understands simple sentences in English, but uses only isolated words or expressions in English;
  - speaks English with difficulty, converses in English with help, understands at least parts of lessons and follows simple directions given in English; or
  - understands, speaks, reads and writes English with some degree of hesitancy which may be due to language interference because of a foreign language or non-proficient English spoken at home.

B. Fourth, Eighth and Tenth Grade Tests

1. Upon the request of a student's parent/guardian, a student shall be excused from taking the state-required 4th, 8th and 10th tests.
2. Testing of Students with Disabilities
  - a. Students with disabilities shall participate in state-wide 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade testing, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate.
  - b. Decisions regarding testing will be made on an individual basis and will be documented in the disabled student's IEP.
  - c. Participants at the IEP meeting should determine whether the student's education program is reflected in the tests, that is, whether the material taught is the material covered by the tests, and whether any modifications in testing, such as large print editions, answers recorded by an aide, or small group or individual administration need to be made.

Modifications that might be needed in the test administration or format should become part of the IEP. Any modifications should be such that what is measured by the tests remains the same.

- d. Test results will not be used as the sole criterion in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.
- e. If a disabled student is exempted from taking the required tests, the District may not penalize the student by denying grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.
- f. The disabled student's parent/guardian shall be notified, in writing, at least 30 days prior to the administration of the test regarding the student's inclusion in or exemption from the test; the criteria used in determining the student's inclusion in or exemption from the test; and, an explanation of how the results of the test will be used, if tested.

The test results of each disabled student shall also be provided to the student's parent/guardian.

All notices shall be provided in such manner so as to ensure that the disabled student's parent/guardian understands them.

### 3. Testing of LES Students

- a. When determining whether to administer state-required 4th, 8th and 10th grade tests to LES students, school staff shall apply and document all of the following criteria:
  - whether the student has had an opportunity to master the competencies for which he/she is being tested;
  - whether the student demonstrates test-taking skills; and,
  - whether a teacher of the LES student has attested that the student has sufficient academic and English proficiency to take the required test with or without modifications.
- b. Decisions regarding testing will be made and documented on an individual basis for each LES student.
- c. If it is determined that the LES student should take the required test, the format and administration of the test may be modified based on the individual student's needs. Test results will not be used as the sole criterion in exiting LES students 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.
- d. A LES student shall be exempted from taking the required test if he/she:
  - does not understand or speak English;
  - understands simple sentences in English, but uses only isolated words or expressions in English; or,
  - speaks English with difficulty, converses in English with help, understands at least parts of lessons and follows simple directions given in English.

Any LES student who is exempted from taking the required test shall be evaluated to determine his/her achievement level in core subjects which include writing, reading and mathematics, and will be assisted in career development and postsecondary education decisions.

The District shall not penalize a LES student who is exempted from taking a test by denying grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

- e. The parent/guardian of a LES student shall be notified at least 30 days prior to the administration of the test regarding the student's inclusion in or exemption from the test; the criteria used in determining the student's inclusion in or exclusion from the test; and, an explanation of how the results of the test will be used.

The test results of each LES student shall also be given to the student's parent/guardian.

All notices provided to parents/guardians of LES students shall be given in such manner so as to ensure understanding of the notices. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.

FIRST READING: April 13, 2000

APPROVED: May 11, 2000



Rib Lake School District

SECOND SEMESTER EXAMS POLICY

346.1

I. PHILOSOPHY

In order to reward academic success, behavioral compliance, and diligent progress towards educational goals established within this building, the following guidelines will be established and followed regarding semester exams held at the end of the school year.

1. Student in 8<sup>th</sup> and 10<sup>th</sup> grade who take the WKCE (Wisconsin Knowledge and Concept Exam) and score at advanced or proficient levels within the core subject areas and have not been suspended (in or out of school) in that school year **may be** excused from taking the semester exam for the core class only. For example, a student scoring proficient in math on the WKCE **may choose** to not take the semester exam for the math class they are enrolled in at the time. **Elective courses not tested on the WKCE will require student participation in the year-end exam.**
2. Special education students will be held to behavior standards as established in their IEP (Individual Educational Plan) regarding suspensions and academic progress as measured on the WKCE in areas other than those of their disability. In the area of the disability, a basic score on the WKCE (grade 8 and 10) **may** excuse the student from the semester exam.
  - ALL STUDENTS MAY ELECT TO PARTICIPATE IN THE SECOND SEMESTER EXAM. THE ELIGIBILITY FOR EXEMPTION ONLY PROVIDES THE STUDENT WITH THE CHOICE TO PARTICIPATE OR NOT. **PARTICIPATION IN THE SECOND SEMESTER EXAM MAY IMPROVE A STUDENTS GRADE BUT NOT REDUCE THE PERCENTAGE.**
  - ALL STUDENTS MUST PARTICIPATE IN THE FIRST SEMESTER EXAMINATION PERIOD.

First Reading: October 13, 2005

Second Reading: October 31, 2005

SCHOOL DISTRICT OF RIB LAKE

347

STUDENT RECORDS

Student records shall be maintained in the School District of Rib Lake to assist school personnel in providing appropriate educational experiences for each student in the District.

The Board recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval.

Building principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established procedures. All persons collecting or using student records shall be trained annually by building principals in confidentiality policies and procedures.

LEGAL REF.: Sections 115.812(2) Wisconsin Statutes  
118.125  
118.126  
118.127  
118.51  
118.52  
146.81 - 146.83  
252.15  
767.24(7)  
938.396

Family Educational Rights and Privacy Act (20 U.S.C.  
Section 1232g, 45 C.F.R. Section 99)

CROSS REF.: 347-Rule, Guidelines for Maintenance and Confidentiality  
of Student Records  
347-Exhibit, Student Records Notice  
821, Access to Public Records

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

347-Rule

GUIDELINES FOR MAINTENANCE AND  
CONFIDENTIALITY OF STUDENT RECORDS

A. Definitions

1. "Student records" mean all records relating to individual students maintained by an elementary or secondary school, regardless of format, other than (a) notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and (b) records necessary for and available only to persons involved in the psychological treatment of a student.
2. "Behavioral records" mean those student records which include psychological tests, personality evaluations, records of conversations, any written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, student physical health records other than immunization records, law enforcement records and any other student records which are not progress records.
  - a) "Law enforcement records" include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance (AOD) by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a district student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating certain specified laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. Once the record information is received, the student named in the records and the parent of any minor student named in the records shall be notified of the information.
  - b) "Court records" include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
3. "Progress records" mean those student records which include a student's grades, a statement of the courses the student has taken, the student's immunization records, the student's

attendance record and records of the student's extracurricular activities.

4. "Student physical health records" mean those student records which include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
5. "Directory data", as designated by the Board, includes (e.g. a student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, dates of attendance, photographs, degrees and awards received and the name of school most recently attended by the student).
6. "Student patient health care records" mean all those records relating to the health of a student prepared by or under the supervision of a health care provider except those included in the "student physical health records" definition above.

#### B. CONFIDENTIALITY

All student progress and behavioral records maintained by the District shall be confidential, with the following exceptions:

##### 1. General Access

- a) A student or the parent/guardian of a minor student shall, upon request, be provided with a copy of the student's progress records.
- b) An adult student or the parent/guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.
- c) The judge of any court of Wisconsin or of the United States shall, upon request, be provided by the Board Clerk or designee with a copy of all progress records of a student who is the subject of any proceeding in such court. The District shall make a reasonable effort to notify the parent/guardian or adult student of the order in advance of compliance therewith, except as otherwise provided by law.
- d) Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency. The District shall make a

reasonable effort to notify the parents/guardians or adult student of the subpoena in advance of compliance therewith, except when otherwise provided by law.

- e) If school attendance is a condition of a student's dispositional order under section 48.355(2)(b)7 or 938.358(2), the Board shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.
- f) A student's records shall be disclosed in compliance with a court order under Wisconsin's delinquency statutes after a reasonable effort has been made to notify the student's parent/guardian.
- G) In response to a court order, the District shall provide to the court the names of all persons known by the District to be dropouts and who reside within the county in which the circuit court or the municipality court is located.
- h) A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent/guardian shall be notified of that disclosure as soon as practicable after the disclosure.
- i) A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- j) Student records shall be made available to school officials who have been determined by the Board to have legitimate educational interests, including safety interests, in such records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her

professional or District responsibility.

- 1) Law enforcement records received by the District shall be made available to school officials who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. If law enforcement record information obtained by the District relates to a District student, the information shall also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic code.
- 2) Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school.
- k) Upon the written permission of an adult student or the parent/guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent/guardian of a minor student in the written request.
- l) The District may provide the DPI or any public officer with information required under Chapters 115 to 121 of the state statutes. Upon request, the Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions.
- m) Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
- n) Upon request, the Board Clerk shall provide the names of students who have withdrawn from school prior to graduation to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Workforce Development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
- o) Annually, on or before August 15, the District shall report to

the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, developmental disabilities, alcoholism and drug abuse).

- p) Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the IEP team in accordance with state and federal law.
- q) Personally identifiable information from the student records of an adult student may be disclosed to the parent of the adult student without the written consent of the adult student if the adult student is a dependent of his/her parent for tax purposes (under the Federal Internal Revenue Code, 26 USC). This may be done unless the adult student has informed the school, in writing, that the information may not be disclosed.
- r) The District shall, upon request, provide student disciplinary records necessary for purposes of student enrollment in another public school district as permitted by law. These records may include:
  - 1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
  - 2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
  - 3) The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.

## 2. Access to Directory Data

Except as otherwise provided below, directory data may be disclosed to any person after the school has: (a) notified the parent, legal guardian or guardian ad litem of the categories of information which it has designated as directory data with respect to each student, (b) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (c) allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the District to designate as directory data about that student. At the end of this two-week period, each student's records will be appropriately marked by the records custodian(s) to indicate items the District will designate as directory data about the student. This designation will remain in effect until it is modified by the written direction of the student's parent, guardian or guardian ad litem or the adult student.

- a) If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college district board.

- b) If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the Board Clerk shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the school district for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

### 3. Access to Patient Health Care Records

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a District employee or agent if any of the following apply:

- a) The employee or agent has responsibility for the preparation or storage of patient health care records.
- b) Access to patient health care records is necessary to comply with a requirement in federal or state law.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome - AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

### C. Amendment of Records

1. A parent or adult student who believes that the educational records collected, maintained or used are inaccurate, misleading, or otherwise in violation of the privacy rights of the student may request the District to amend the records. The District will decide whether to amend the information within a reasonable time after receiving the request.
2. If the District decides to refuse to amend the information, it will inform the parent/student of the refusal and advise him/her of the right to a hearing. On request, the District shall provide an opportunity for a hearing to challenge information in educational records to ensure that it is not inaccurate, misleading or otherwise in violation of the privacy rights of the student.
3. If the parent requests a hearing, the Board will appoint an individual who does not have a direct interest in the outcome to conduct the hearing. Prior to the hearing, a notice shall be sent



to the parent about the date, time and place of the hearing. The person conducting the hearing shall issue a written decision within a reasonable period of time after the hearing.

- a) The District shall give the parent a full and fair opportunity to present relevant evidence at the hearing.
- b) The District shall provide the parent the opportunity to be assisted or represented by one or more individuals, or an attorney of his/her choice, at his/her expense.
- c) The decision of the person conducting the hearing will be based solely on the evidence presented at the hearing and include the summary of the evidence and reasons for the decision.
- d) If, as a result of the hearing, the District decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the information accordingly and so inform the parents in writing.
- e) If, as a result of the hearing, the District decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent of the right to place in the records it maintains on the student, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the District.

The District shall require that any explanation placed in the records of a student be maintained by the District as part of the records as long as the record or contested portion is maintained by the District. If the records of the student, or the contested portion are disclosed by the District to any party, the explanation shall also be disclosed to that party.

#### D. Maintenance, Transfer and Destruction of Records

1. The building principals shall have primary responsibility for maintaining the confidentiality of records in their building. All records shall be maintained in locked files. Student patient health care records and law enforcement records shall be maintained separately from a student's other records.
2. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
  - the parent/guardian of adult students;
  - a school official;
  - a party with written consent from the parent/guardian;
  - a party seeking directory data; or
  - a party seeking or receiving records as directed by a federal

grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.

3. All student records relating to a specific student shall be transferred to another school or school district upon receipt of:
  - a) written notice from an adult student, or the parent of a minor student, that the student intends to enroll in the other school or school district;
  - b) written notice from the other school or school district that the student has enrolled; or,
  - c) written notice from a court that a student has been placed in a juvenile correctional facility or secured child caring institution.

Records will be sent within five working days of receiving the written request.

4. All behavioral records shall be destroyed one year after the student graduates or last attends school, except with written parent or adult student permission to retain them for a longer period of time. When such permission is received, behavioral records shall be maintained for the time specified in the written permission or, if no such time period is noted, for as long as the District's needs require.
5. Student progress records shall be filed and maintained for five (5) years in the District.
6. Student patient health care records and law enforcement records shall be maintained for the same period of time as other student behavioral records.

E. Complaints Regarding Alleged Noncompliance with Federal Requirements

Adult students or parents of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

F. Annual Notice

Parents and adult students shall be notified annually of the following: (1) their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (4) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (5) their right to file a complaint with the Family Policy Compliance Office

of the U.S. Department of Education. The notice shall be published annually in District student and/or parent handbooks, or disseminated through other appropriate means.

When a student transfers into the District after the above notice has been given, the student and his/her parent(s) shall receive a copy of the notice.

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

347-Exhibit

STUDENT RECORDS NOTICE

The School District of Rib Lake maintains student records for each student attending school in the District. State and federal laws require that the maintenance of such records assure confidentiality. Accordingly, the following shall apply in the District:

- (1) An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established District procedures. The District will respond to such requests without unnecessary delay. Copies of the District's Student Records policy and procedures are available upon request at the Rib Lake School District Office, 1200 North Street, Rib Lake, WI, 54470-0278. Regular office hours are 8 A.M.- 3:30 P.M.
- (2) An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate or misleading. Complaints regarding the content of student records may be made in accordance with established District procedures. Copies of the District's procedures are available upon request as outlined above.
- (3) An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the records. A "school official" is a person employed by the District who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison officers); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

The District shall transfer a student's records to another school or school district without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

(4) An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Further, the Rib Lake Board of Education has designated the following student record information as directory data: (e.g. a student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, dates of attendance, photographs. This information may be disclosed to any person UNLESS the adult student, or parent, legal guardian or guardian ad litem of a minor student informs the school within 14 days of receipt of this notice that all or any part of the directory data may not be released without the prior consent of the adult student, parent, legal guardian or guardian ad litem. The District will not release directory data earlier than two weeks (14 days) after the opening of school or receipt of this notice.

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

351

FIELD TRIPS

All field trips must have the approval of the principal. Student eligibility to participate in field trips shall be determined in accordance with established guidelines.

Parent(s)/guardian(s) shall be informed concerning the cost of the trip and means of transportation. Consent of the parent(s)/guardian shall be secured in writing.

LEGAL REF.: Sections 121.54(7) Wisconsin Statutes  
895.347

CROSS REF.: 441, Student Conduct

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

**NOTE:** According to section 895.437 of the state statutes, any person who procures lodging in a lodging establishment and permits or fails to take action to prevent any of the following activities from occurring in the establishment is subject to penalties outlined in state law: (a) consumption of an alcohol beverage by any underage person not accompanied by his or her parent or guardian or spouse who has attained the legal drinking age; and, (b) illegal use of a controlled substance or a controlled substance analog. A person who violates state law shall forfeit not more than \$500 if the person has not committed a previous violation within 12 months of the violation or not less than \$200 and not more than \$500 if the person has committed a previous violation within 12 months of the violation.

FOREIGN EDUCATIONAL TOURS/FIELD TRIPS

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class and opportunities for students to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips: (a) value of the activities to the particular call/group(s); (b) relationship of the field trip activity to a particular aspect of classroom instructions; (c) suitability of the activity and distance traveled in terms of the age level; (d) mode and availability of transportation; and, (e) cost.

Field trips shall be planned and approved in accordance with established procedures. Consideration must be given to the effect the trip will have on other classes, school programs and activities. Although field trips may be of benefit to a particular student group or student area, the involvement of a number of teachers and students in such field trips can result in absences from other classes and nonparticipation in other school programs and co-curricular activities.

Under no condition will students be permitted to drive private or school-owned vehicles on field trips.

Field trips shall be planned keeping in mind the following standards:

1. A field trip may be a District curricular component or it may be teacher initiated.
2. Objectives shall be set for the field trip experience.
3. Readiness for the field trip shall be provided and appropriate follow-up activities shall be developed. Such follow up shall reflect the fact that the field trip experience represents a significant part of satisfying the learning objectives of the curriculum.
4. Adequate adult supervision shall be provided for all field trips.
5. Every reasonable effort shall be exerted to make field trips as safe and as free from hazards as in possible.
6. Appropriate evaluation procedures should be used to determine the effectiveness of the field trip.
7. Field trips to contiguous states must be approved by the building principal and the Superintendent of Schools.
8. Board approval shall be required for international field trips or field trips to states which are not contiguous to Wisconsin.

All field trip participants shall be under the direction and control of the designated school official(s) during the field trip.

First Reading: July 14, 2005

Approved: August 11, 2005

FOREIGN/OUT OF STATE EDUCATIONAL TOURS/FIELD TRIPS  
GUIDELINES FOR PROVIDING EDUCATIONAL FOREIGN TOURS/FIELD TRIPS

The District field trip policies and procedures apply to foreign educational tours/field trips. In addition, the following provisions will apply.

1. In order for a student to participate in a trip by a foreign language class, he or she must have completed two years of high school foreign language and meet additional eligibility requirements established by the teacher.
2. Students will provide adequate funds for the trip.
3. Parents are required to sign a statement indicating that their child will abide by established rules and that they have reviewed the rules with their child. Students are required to co-sign the statement indicating that they agree to follow the established rules.
4. Parents are required to sign a statement (notarized Release) granting permission for the student to participate in the trip and granting chaperones permission to authorize emergency medical care for their child if needed.
5. Sufficient and qualified chaperones will accompany students. "Sufficient" is defined as a ratio of 10 to 1 or better. "Qualified" is defined as certified staff members with previous experience participating in the tour at the optimum and a parent or lay person with some experience managing your people at a minimum.
6. Every attempt will be made to schedule trips for times when school is not in session. If travel arrangements necessitate that school days are missed, the administration may approve faculty and student absences. The administration may request board assistance if the number of days missed is excessive.
7. Students will be held responsible for class work missed during the absence from school.



8. Cancellation of a trip in the event of international crisis may be made by the Superintendent or Board of Education, including request by chaperones, students, or parents at any time during the preparation. The District will not in any way be held responsible, financially or otherwise, in the event the trip is cancelled.
9. Behavioral contracts, insurance coverage explanations, the complete itinerary, and other necessary details will be provided to parents/guardians both in writing and in at least one scheduled meeting a minimum of two months prior to departure.
10. The teacher /leader will make all travel arrangements, insurance agreements and other such formalities and make an accounting to the District finance office.

First Reading: February 9, 2006

Approved: March 9, 2006

## SCHOOL DISTRICT OF RIB LAKE

352

### YOUTH OPTIONS PROGRAM

Any eligible student may participate in one or more courses at a University of Wisconsin System institution, a participating tribally controlled college, a participating private, nonprofit institution of higher education located in Wisconsin or a Wisconsin Technical College System school under the Youth Options Program. The Board shall determine whether the course(s) satisfies graduation requirements, if the course is comparable to one offered in the District and what, if any, high school credits will be awarded to the student.

If such course(s) is approved for high school credit and the course is not comparable to a course offered in the District, the Board shall pay the tuition and fees for the course.

- The District shall pay for no more than the equivalent of 18 postsecondary semester credits (4 ½ high school credits) per student through the Youth Options Program.
- The District will pay only for the courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent/guardian or the student, if an adult, is responsible for reimbursing the District for payment of the tuition and fees paid by the District. If this reimbursement is not made, the student on whose behalf the payment was made is ineligible for any further participation in the Youth Options Program.

Information about the Youth Options Program shall be distributed to ninth, 10<sup>th</sup> and 11<sup>th</sup> grade students annually in accordance with established procedures.

LEGAL REF.:           Section 118.55           Wisconsin Statutes

CROSS REF.:           Youth Options Program Guidelines

FIRST READING:      November 11, 2004

APPROVED:           December 9, 2004

## SCHOOL DISTRICT OF RIB LAKE

361

### SELECTION AND EVALUATION OF LIBRARY MEDIA CENTER MATERIALS

Education must prepare students for a pluralistic society. One way to do this is to use the library media center to provide materials and services which reflect the cultural diversity and pluralistic nature of American society, and to have a long range plan and professional library media staff at the building and district levels. The primary functions of library media center materials are:

- to support the instructional program, to enrich and support curricular ends, to meet the individual needs and interests of students, and to provide resource materials for the faculty;
- to provide interesting and attractive materials which will encourage students to read, view, and listen for pleasure and recreation, and to foster a life-long appreciation for such activities;
- to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Board affirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the responsibility of the school library media center is to provide:

- A comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials;
- Materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served;
- Materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural, and aesthetic appreciation, and ethical standards;
- Materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments;
- A written statement, approved by the Board, of the procedures for meeting the challenge of censorship of materials in school library media centers; and
- Qualified professional personnel to serve teachers and students.

Occasional objections to a selection may be made by the public, despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials. It is important that steps

that have been approved regarding the process of dealing with complaints are followed.

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

#### Responsibility for Selection of Library Media Center Material

The Board is legally responsible for the operation of the District. The responsibility for the selection of library media center materials is delegated to the professionally trained personnel employed by the District.

Selection of instructional materials involves principals, teachers, and the media specialist. The responsibility for coordinating the selection of materials and making recommendation for purchase rests with the media specialist.

Parents and students are also encouraged to make recommendations for the selection of materials. These recommendations will be given consideration in the selection process.

LEGAL REF.: Sections 115.28(31) Wisconsin Statutes  
118.019  
118.03  
118.12  
118.13  
120.13(5)  
121.02(1)(h)  
PI 8.01(2)(h), Wisconsin Administrative Code  
9.03(1)  
41

CROSS REF.: 361-Rule, Guidelines for Selection and Evaluation of Library Media Center Materials  
361-Exhibit(1), Restricted Shelf Form  
361-Exhibit(2), Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials (Nonfiction)  
361-Exhibit(3), Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials (Fiction and Other Literary Forms)  
361-Exhibit(4), Reconsideration Request Form  
411-Rule, Student Discrimination Complaint Procedures

APPROVED: December 1993

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

361-Rule

GUIDELINES FOR SELECTION AND EVALUATION  
OF LIBRARY MEDIA CENTER MATERIALS

Definitions

Library Media Center - a multimedia library, also referred to as a library

Library Media Center Materials - books, reference materials, pamphlets, periodicals, newspapers, and audiovisual materials that are available through the library media center; does not include class texts or materials purchased for use in class study only

Library Media Specialist/Librarian - person directly responsible for the library media program

Criteria for Selection of Library Media Center Materials

Needs of the individual school, based on knowledge of the students curriculum, and the existing collection are given first consideration. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the District and objectives of specific courses.
2. Materials shall meet high standards of quality in contents and presentation.
3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for which the materials are selected.
4. Materials shall have aesthetic, literary, and/or social value.
5. Materials for leisure reading shall be included in the collection.
6. Materials chosen shall be by competent and qualified authors and producers.
7. Materials shall be chosen to foster respect for minority groups, women, and ethnic groups, and shall realistically represent our pluralistic society, along with the roles and lifestyles open to both men and women. Materials shall be designed to help students gain an understanding of the many important contributions made to our civilization by minority groups, ethnic groups, and women.
8. Materials shall be designed to motivate students and staff to examine their own attitudes and behavior and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in a pluralistic, nonsexist society.

9. Materials shall be selected for their strengths rather than rejected for their weaknesses. There should be a searching evaluation of each work for literary quality, truth to life, and relevance to the curriculum.
10. Physical format and appearance of materials shall be suitable for their intended use.
11. Readability shall be appropriate to students' level of understanding.
12. Materials shall provide a stimulus to creativity.
13. Materials on religion are chosen to inform rather than convince and are selected to represent the subject as widely as necessary for the school purposes.
14. Materials on physiology, physical maturation, or personal hygiene should be accurate.
15. The selection of materials on political theories and ideologies, or on public issues is directed toward maintaining a balanced collection representing various views.

#### Procedures for Selection

In selecting materials for purchase, the library media specialist will evaluate the existing collection and the curriculum needs, consult specialists from all departments and/or grade levels, consult reputable, unbiased, professionally prepared selection aids such as School Library Journal, VOYA, Horn Book, and Booklist and other appropriate sources, and examine first hand the materials under consideration, when possible.

In specific areas, the library media specialist will follow these procedures:

1. Gift materials will be judged by basic selection standards and will be stamped and gift plated as such. Commercially sponsored materials may be accepted when they supplement or enrich instruction, meet the same standards as original purchases, and have discreet advertising content.
2. Selection is an ongoing process which should include the removal of materials no longer appropriate, i.e. outdated or inaccurate materials, and the replacement of lost and worn materials still of educational value.
3. Multiple items of outstanding and/or frequently requested materials are purchased as needed.
4. Input should be sought from faculty, students, and parents relative to library materials purchased.

#### Challenged Materials

1. Complainants will be respected in their right to question materials and treated with courtesy. The complainant should be advised of the need for the established procedure as a means of handling complaints in an impartial manner.

2. The staff member receiving the complaint regarding instructional materials shall direct the complainant to the library media specialist who will explain the District's selection procedure and the criteria for selecting material. The library media specialist shall also explain the particular place the material under objection occupies in the educational program and its intended educational use.
3. In the event that the person making an objection to material is not satisfied with the initial explanation, the complainant will be asked to register the objection in writing on a "Request for Reconsideration" form. This form will be available from the library media specialist.
4. The complainant will submit the completed form to the library media specialist. (Should the complainant be a library media specialist, the form will be submitted to the other librarian.)
5. The principal, District Administrator, and staff will be informed of the complaint.
6. Upon receipt of the completed form from the library media specialist, the principal will request review of the challenged material within 15 working days and shall notify the District Administrator that such a review is being done. The review committee will be appointed by the Board at the beginning of the school year and will be comprised of a library media specialist, a reading specialist, an administrator, three parents, and an appropriate level teacher. The parents and teacher will be chosen at random from a list of volunteers. The committee will designate a chairperson at its first meeting.
7. The review committee will take the following steps after receiving the challenged material:
  - a) read, view, or listen to the material in its entirety;
  - b) evaluate the material by reading reviews and consulting recommended lists;
  - c) determine the extent to which the material meets selection criteria;
  - d) discuss the material;
  - e) complete the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material".
8. The complainant may attend the review committee meetings as part of the open meeting process, if desired. The complainant may present his/her view but shall not vote on the disposition of the material under consideration.
9. The committee's decision will be reached by a simple majority. The committee will present its written recommendation to the District Administrator. The District Administrator will present the committee's recommendation to the Board at the Board's next monthly meeting.
10. Material in question will remain in use until the final decision has been made.
11. Material in question will be retained, withdrawn, or restricted as mandated by the decision of the Board.

12. The complainant will be informed of the action taken in each step by the principal of the school involved.

13. Restricted Shelf

- a) The Board has established a restricted shelf in order that students may check out certain materials which have been reconsidered. These materials are restricted to students unless parents have granted written permission for their child to read them.
- b) Students may obtain a parental permission form for the restricted shelf from a library staff person. There is also a copy in the student handbook. Parents should fill out the form and have the student return it to the library to be kept on file. The restricted shelf shall be kept in a visible, accessible place in the library.

APPROVED: December 1993

REVISED: May 11, 2000

*NOTE: These procedures were found in your district's current policy manual (Library Media Center Materials Selection Policy - approved 12/93). I revised it for stylistic reasons, separating the procedures from the policy, and as outlined above. (WASB - 2/99)*



SCHOOL DISTRICT OF RIB LAKE

361-Exhibit(1)

RESTRICTED SHELF FORM

Student's Name \_\_\_\_\_

Grade \_\_\_\_\_

The Board has established a restricted shelf in order that students may check out certain materials which have been reconsidered. These materials are restricted to students unless parents have granted written permission for their child to read them.

As parent or guardian, I permit my child to check out the following item from the library media center with the knowledge that this item has been placed on the restricted shelf.

Signed \_\_\_\_\_

Name of Item

Author

\_\_\_\_\_

APPROVED: December 1993

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

361-Exhibit(2)

Checklist for School Media Advisory Committee's  
Reconsideration of Instructional Material (Nonfiction)

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

A. PURPOSE

1. What is the overall purpose of the material?
2. Is the purpose accomplished? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. AUTHENTICITY

1. Is the author competent and qualified in the field?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. What is the reputation and significance of the author and publisher/producer in the field?
3. Is the material up-to-date? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Are information sources well-documented? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Are translations and retellings faithful to the original?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the curriculum of District schools? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. Is it appropriate to the level of instruction intended?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. Are the illustrations appropriate to the subject and age levels?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

D. CONTENT

1. Is the content of this material well-presented by providing adequate scope, range, depth, and continuity? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. Does this material present Information not otherwise available?

\_\_\_\_\_ Yes \_\_\_\_\_ No

3. Does this material give a new dimension or direction to its subject?

\_\_\_\_\_ Yes \_\_\_\_\_ No

E. REVIEWS

1. Source of review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please list titles of the selection aids.

\_\_\_\_\_  
\_\_\_\_\_

ADDITIONAL COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATION BY SCHOOL MEDIA ADVISORY COMMITTEE FOR TREATMENT OF CHALLENGED MATERIALS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE \_\_\_\_\_

SIGNATURE OF MEDIA ADVISORY REVIEW COMMITTEE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPROVED: December 1993

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

361-Exhibit(3)

Checklist for School Media Advisory Committee's Reconsideration  
of Instructional Material (Fiction and Other Literary Forms)

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

A. PURPOSE

1. What is the purpose, theme, or message of the material? How well does the author/composer/producer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?

\_\_\_\_\_ Yes \_\_\_\_\_ No

For young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No

If both are marked "No", for what age group would you recommend?

3. Will the reading and/or viewing and/or listening to the material result in more compassionate understanding of human beings?

\_\_\_\_\_ Yes \_\_\_\_\_ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?

\_\_\_\_\_ Yes \_\_\_\_\_ No

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. CONTENT

1. Does a story about modern times give a realistic picture of life as it is now? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. When factual information is part of the story, is it presented accurately? \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Is prejudicial appeal readily identifiable by the potential reader?

\_\_\_\_\_ Yes \_\_\_\_\_ No

5. Are concepts presented appropriate to the ability and maturity of potential readers? \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Do characters speak in a language true to the period and section of the country in which they live? \_\_\_\_\_ Yes \_\_\_\_\_ No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? \_\_\_\_\_ Yes \_\_\_\_\_ No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? \_\_\_\_\_ Yes \_\_\_\_\_ No
- Young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? \_\_\_\_\_ Yes \_\_\_\_\_ No
- Young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No
10. Is the material free from derisive names and epithets that would offend minority groups? \_\_\_\_\_ Yes \_\_\_\_\_ No
- Children? \_\_\_\_\_ Yes \_\_\_\_\_ No
- Young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No
11. Is the material well-written or produced? \_\_\_\_\_ Yes \_\_\_\_\_ No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in an adverse way? \_\_\_\_\_ Yes \_\_\_\_\_ No
13. Does the material make a significant contribution to the history of literature or ideas? \_\_\_\_\_ Yes \_\_\_\_\_ No
14. Are the illustrations appropriate and in good taste?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
15. Are the illustrations realistic in relation to the story?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

#### C. REVIEWS

1. Source of review \_\_\_\_\_  
Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_
2. Does this title appear in one or more reputable selection aids?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
- If yes, please list titles of the selection aids.

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ADDITIONAL COMMENTS:

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RECOMMENDATION BY SCHOOL MEDIA ADVISORY COMMITTEE FOR TREATMENT OF  
CHALLENGED MATERIALS

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DATE \_\_\_\_\_

SIGNATURE OF MEDIA ADVISORY REVIEW COMMITTEE

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APPROVED: December 1993

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

361-Exhibit(4)

RECONSIDERATION REQUEST FORM

Submit to Library Media Specialist

School \_\_\_\_\_

Author \_\_\_\_\_ Format of Material \_\_\_\_\_

Title \_\_\_\_\_ Publisher and Date \_\_\_\_\_

Request Initiated by \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Person making request represents \_\_\_\_\_ Self \_\_\_\_\_ Group

Name and address of group, if applicable \_\_\_\_\_

1. To what in the work do you object? (Please be specific: cite pages, frames, etc.)

2. Did you read the entire work? \_\_\_\_\_ What parts? \_\_\_\_\_

3. What positive value do you see in this work? \_\_\_\_\_

4. What do you feel might be the result of reading/viewing/listening to this work?

5. Are you aware of the judgements of this work by literary critics?

6. Is age group a factor in your request for reconsideration? \_\_\_\_\_

7. What do you believe is the theme or purpose of this work?

8. Would you care to recommend other instructional material of the same subject and format as a substitute?

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9. What would you like to have done about this material?

\_\_\_\_\_ Do not assign it or lend it to my child

\_\_\_\_\_ Withdraw it from the Library Media Center

10. Do you wish to make an oral presentation of 15 minutes or less to the review committee? \_\_\_\_\_ Yes \_\_\_\_\_ No

Please call the office of the principal for an appointment. You will be notified of the time and location of this meeting.

Date \_\_\_\_\_ Signature of citizen \_\_\_\_\_

APPROVED: December 1993

REVISED: May 11, 2000



## SCHOOL DISTRICT OF RIB LAKE

362

### ACCEPTABLE USE OF COMPUTER NETWORKS

The School District of Rib Lake provides telecommunication access to students and staff. These resources will be integrated where appropriate in the K-12 curriculum. When possible, the community will be partners with the District in telecommunications efforts. Through telecommunications access, users, including students, staff and members of the community, may:

- access global resources;
- enter into partnerships to enhance their learning options;
- broaden their problem-solving and decision-making abilities;
- broaden their research capabilities by using primary materials;
- develop their higher-level thinking skills;
- gain an employability skill needed for the 21st century;
- utilize a personalized, motivational learning opportunity; and
- differentiate and assess available resources.

In the environment of a global network, it is impossible to control all materials. The District believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure materials that are not consistent with the educational goals of the District. The District's focus is to provide individual users with the understanding and skills needed to use the Internet or other telecommunications in ways appropriate to their educational needs.

It is essential that each District telecommunications user recognize his/her responsibility for his/her actions in accessing telecommunication services, including adherence to the following guidelines:

- Users' access to the electronic network and resources within the District is a privilege, not a right. This privilege shall be revoked at any time that deliberate use is not consistent with the District's telecommunications code of conduct.
- Users shall not impose their choices on others, access private files, attempt to break the security systems, copy software illegally, or use computer supplies that are not for school-related activities.
- Users accessing District telecommunications systems may not corrupt network integrity by deliberately allowing inappropriate and/or dangerous files (i.e. viruses) to enter the system.
- Any use of the network to facilitate illegal activity is prohibited and shall be reported to the appropriate authorities.
- Copyrighted material may not be placed on the network without the copyright owner's permission.
- The District is not responsible for the accuracy or quality of information obtained through its telecommunications services. The District is also not responsible for any damages the user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, hardware system

problems or service interruptions. Use of any information obtained via District technology is at the user's risk.

- Users are responsible for the ethical and educational use of their own accounts. These accounts are to be used only by the authorized owner of the account for the authorized purposes. Users shall not intentionally obtain copies of and/or modify the files or passwords belonging to other users/
- The staff has the responsibility of making the educational goal understood by students and community members. In addition, it is the responsibility the staff to inform students and community members of their responsibilities when accessing the network and the proper etiquette for its use.
- Principals may establish additional rules and procedures that they deem necessary to insure proper use of the telecommunications in their buildings.

#### Student and Parent Responsibility and Consent

Even though the District may employ some types of filtering software it does not have complete control of information on the Internet or other telecommunication services. Therefore, the information that students have access to may include material that is illegal, defamatory, inaccurate, or potentially objectionable to some people. While it is the intent of the District to make Internet access or other telecommunication services available to further its educational goals, students may have the ability to access other materials as well. Therefore, all students and their parents shall be required to sign the appropriate agreements, in accordance with established procedures.

#### Telecommunications Code of Conduct

All users of telecommunications, including staff, students and community members, are responsible for their actions using the Internet or other telecommunications. Unacceptable use will result in the suspension or revocation of network privileges and possibly other disciplinary action. The School District of Rib Lake staff will determine what is "unacceptable use" in accordance with established guidelines, and such decisions are final.

LEGAL REF.: Sections 120.13(1) Wisconsin Statutes  
943.70  
947.0125  
PL 94-553, 1976 Federal Copyright Law

CROSS REF.: 362-Rule, Guidelines for Acceptable Use of Computer Networks

APPROVED: November 14, 1996

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

362-Rule

GUIDELINES FOR ACCEPTABLE USE OF COMPUTER NETWORKS

General Procedures for Access

1. Training
  - a) Internet use guidelines, as well as any additional Internet use building regulations shall be discussed with students.
  - b) The building principal or his/her designee may require a written test, and/or a demonstration of personal competency before access is granted.
2. Internet Access Forms
  - a) Students who access the Internet via technology provided through the District are annually asked to sign the Student Internet Access Consent (SIAC) Form and the telecommunications code of conduct.
  - b) A student's parent or guardian must sign the Parent Internet Access Consent (PIAC) Form requesting that his/her child have or not have individual access to the Internet.
    - 1) PIAC forms will be sent to parent/guardians of students at the time of initial use and will be renewed as students change buildings (i.e. middle school, high school) or more frequently if deemed necessary by the building principal or his/her designee.
    - 2) If the parent/guardian does not return the form, it will be assumed that the parent/guardian does not want his/her child to have access to the Internet.

Telecommunications Code of Conduct

All users of telecommunications, including staff, students and community members, are responsible for their actions using the Internet or other telecommunications. Unacceptable use will result in the suspension or revocation of network privileges and possibly other disciplinary action. The School District of Rib Lake staff will determine what is "unacceptable use" and such decisions are final.

Rules for Telecommunications Use

All users are expected to use good judgment and communicate in a responsible and appropriate manner and to understand that telecommunications use is a privilege and not a right.

Acceptable Use

Responsible users:

- may use telecommunications to research approved school-related projects;
- may use telecommunications to send education-related electronic mail to other users;
- shall respect and uphold copyright laws and all other applicable laws or regulations (i.e. not pirating software);
- shall respect the rights and privacy of others by not accessing or modifying private files;
- shall understand that files are not private and may be monitored;
- shall follow any regulations posted in rooms where computers are used;
- shall use technology supplies in a prudent manner (i.e. printer supplies, file space);
- shall follow the directions of the person(s) in charge of rooms where computers are used; and
- shall have a signed consent form of file if he/she is accessing the Internet.

#### Unacceptable Use

#### Responsible users:

- shall NOT reveal personal addresses, phone numbers, and physical locations of themselves or others, or arrange face-to-face meetings via the Internet;
- shall NOT use the Internet for any illegal purpose (violators will be reported to proper authorities);
- shall NOT use impolite or abusive language;
- shall NOT use the system for commercial purposes;
- shall NOT use an account other than their own;
- shall NOT create and/or distribute a computer virus over the network;
- shall NOT respond to electronic mail that is threatening or obscene;
- shall NOT disrupt the use of the network by others;
- shall NOT deliberately or willfully cause damage to hardware or assist others in doing the same;
- shall NOT deliberately access materials that are inconsistent with the district's educational goals or show others how to do the same;
- shall NOT use the network to violate school policies and behavior standards, including harassment of others; and
- shall NOT assist others in violating the Code of Conduct.

APPROVED: November 14, 1996

REVISED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

362-Exhibit (1)

STAFF ACCEPTABLE USE AGREEMENT

Staff in the School District of Rib Lake having use of the technology resources through staff accounts shall adhere to the District's technology use policy and procedures. Staff use of the District-provided technology resources access shall be viewed as a privilege, not as a right. Staff use of the technology resources shall be for educational purposes consistent with educational objectives of the District.

Misuse of the technology resources may result in loss of access privileges, school disciplinary action, possible legal action and/or compensation for damages to school property.

I understand the provisions of using the technology resources access provide by the Rib Lake School District. I also understand that the Internet and e-mail services are not private and that the district reserves the right to monitor and access my internet activities and e-mail content. Further, should I violate any of these provisions may result in a loss of access to the technology resources and possible legal or disciplinary action on the part of the district.

---

User's Name (Please Print)	Date
----------------------------	------

---

User's Signature	Date
------------------	------

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

STUDENT NAME FIRST MIDDLE INITIAL LAST

GRADE:

## SCHOOL DISTRICT OF RIB LAKE

**PARENT/GUARDIAN INTERNET CONSENT FORM**  
**GRADES 6-8**

The Internet links thousands of computer networks around the world, giving the Rib Lake School students access to a wide variety of computer and information resources. In general, electronic traffic passes freely in a trusting atmosphere with a minimum of constraints.

Although your child will be introduced to and use the Internet in a classroom setting, s/he may also have individual access to materials under the direction of staff members in a supervised setting. Since students may have access to materials which is beyond the school district's control, a parent or guardian must sign the Parent/Guardian Internet Consent Form, requesting that his or her child have or not have individual access to the Internet.

Some sites accessible via the Internet may contain material inappropriate or inaccurate for educational use in a K-12 setting. The School District of Rib Lake does not condone the use of such materials and does not permit usage of such materials in a school environment.

All students who access the Internet provided through the School District of Rib Lake will sign the Student Internet Consent Form. In addition, the Code of Conduct including the School District of Rib Lake Telecommunications Acceptable Use Guidelines will be discussed with the students.

### Internet Parent/Guardian Consent Form

I understand that Internet access is a privilege and not a right. I have read the Telecommunications Code of Conduct Policy. I understand that this access is designed for educational purposes. I recognize that some controversial materials exist on the Internet. I will not hold the School District of Rib Lake responsible for materials acquired on the network. I further understand that any violation by my child of school district policy will result in his or her Internet privilege being restricted or revoked and also may result in school disciplinary action. If the violation constitutes a criminal offense, appropriate legal action will be taken. I understand that my child and I will sign this form only once each year, but I have the opportunity to change my consent by contacting the school at any time.

I give my child \_\_\_\_\_ permission to access the Internet on an individual basis.

I do not give my child \_\_\_\_\_ permission to access the Internet on an individual basis.

Parent or Guardian's Name (please print) \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

STUDENT NAME	FIRST	MIDDLE INITIAL	LAST
			GRADE:

# SCHOOL DISTRICT OF RIB LAKE

<p align="center"><b>STUDENT INTERNET CONSENT FORM</b> <b>GRADES 6-8</b></p>
--

All students who access the Internet provided through the School District of Rib Lake must sign the Student Internet Consent Form annually. In addition, the Code of Conduct, including the telecommunications Acceptable Use Guidelines will be discussed with you, and be plainly posted near Internet Computer sites.

Internet use in school is a privilege and not a right. The continued availability of the Internet in Grades 6-8 relies upon proper conduct. Guidelines are provided so that you are aware of the responsibilities that accompany the privilege of using the Internet.

### INDIVIDUAL ACCESS PROCEDURE

To individually access the Internet for a classroom project, you must:

1. State your purpose for usage
2. Have permission granted by supervising teacher
3. Have on file the parent/student Internet consent forms.

If unacceptable use occurs, the following minimum guidelines will be used:

- FIRST OFFENSE: 2-week wait and meet with principal
- SECOND OFFENSE: Loss of privilege for the remainder of the school year.

Severe offenses will result in more severe consequences. All decisions by staff are final.

<h2>Grades 6-8 Internet Student Consent Form</h2>
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I, understand that Internet access is a privilege and not a right. I have read the Telecommunications Code of Conduct Policy. I understand that this access is designed for educational purposes. I recognize that some controversial materials exist on the Internet. I will not hold the School District of Rib Lake responsible for materials acquired on the network. I understand that any violation of these guidelines will result in my Internet privilege being restricted or revoked and also may result in school disciplinary action. If the violation constitutes a criminal offense, appropriate legal action will be taken.

Student Name (please print) \_\_\_\_\_ GRADE \_\_\_\_\_

*I have read the Code of Conduct and agree to abide by their provisions.*

Student Signature \_\_\_\_\_ DATE \_\_\_\_\_







# SCHOOL DISTRICT OF RIB LAKE

1236 Kennedy St. P.O. Box 278 Rib Lake, WI 54470

Rick Gurdoy  
Elementary School Principal  
715/427-5446

Dan R. Boxx  
District Administrator  
715/427-3222  
715/427-3221 FAX

Tom Zolotcky  
High School Principal  
715/427-3220



362.6

## SCHOOL DISTRICT OF RIB LAKE

### Distance Learning Lab Agreement

The following policy pertains to students who take part in class offerings from the Rural TechNet Consortium program.

1. The School District of Rib Lake agrees to pay the initial cost of the coursework offered from the RLHS Distance Learning Lab.
2. If the student does not complete the coursework successfully, the financial obligation becomes that of the parent/student. The parent/student will reimburse the School Distance for all costs pertaining to the course.
3. In order for a student to enroll in university/technical college coursework, they must meet all requirements established by both the UW/Wisconsin Technical College, and the Rib Lake High School. (a high school teacher from the requested discipline must make a written recommendation on behalf of the student, in addition to the student meeting grade requirements).
4. All parties involved must agree to the stipulation in this agreement before enrolling as verified with their signature.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guidance Counselor

\_\_\_\_\_  
Date

\_\_\_\_\_  
High School Principal

\_\_\_\_\_  
Date

First Reading: April 13, 2000

Second Reading: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

363

GUIDANCE PROGRAM

A continuous program of guidance services shall be maintained in grades kindergarten through twelve. The program shall be designed to:

1. Help each student develop an understanding of his/her particular strengths and weaknesses and enable him/her to develop into a responsible citizen.
2. Help each student relate his/her interests, aptitudes and abilities to a meaningful program of studies and extracurricular activities.
3. Assist the student in vocational and educational planning.
4. Assist each student with personal concerns.

Principals and guidance counselors shall be responsible for the screening of all new students, the maintenance of student records, the testing program and student scheduling.

The guidance program shall be evaluated periodically.

The District shall not discriminate in the methods, practices and materials used for counseling, evaluating and testing students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes  
121.02(1)(g)  
PI 9.03(1) of the Wisconsin Administrative Code

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

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

SCHOOL DISTRICT OF RIB LAKE

-DRAFT-

370

EXTRACURRICULAR ACTIVITIES AND PROGRAMS

The Board believes that student activities at school are a vital part of the total educational program and shall be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals.

Rules for participation in extracurricular activities shall be made by the person in charge of the activity, with the approval of the principal. Students may be removed from the activity by the person in charge if the student is found to be in violation of the rules.

Extracurricular activities shall be planned in such a way as to provide for as much student participation as possible. The Board encourages the full participation of elementary and middle school students in extracurricular and recreational programs and activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allows.

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

LEGAL REF.: Sections 118.13      Wisconsin Statutes  
                  120.12(23)  
                  120.13(1)  
                  PI 9.03(1), Wisconsin Administrative Code

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

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

**School District of Rib Lake**  
Board Policy

Policy 371

**FUNDRAISING ACTIVITIES**

The School District of Rib Lake is restricted in our ability to support all of the different activities and programs offered to the students attending our schools. The expansion and success of these activities and programs increases the financial requests placed before the patrons of this district. In the past several years the number and style of fundraisers has increased.

Fundraisers on behalf of the school district, its teams, activities, functions, classes, buildings, programs and groups will be governed by this policy.

- The building principal prior to onset must approve each activity.
- All funds raised will be deposited in the district activity accounts.
- Participants will be able to provide basic information about the fundraiser.
- Name of group or program fundraiser is for (program, group, team, etc.).
- Information on how the funds will be used (uniform, equipment, field trip, etc.).
- Name of the person in charge of fundraiser (in case of questions).

Participation will be voluntary, in some cases access to the benefits of the fundraiser may be limited due to the nature of the program, i.e. students not able to raise the funds needed for a special field trip may not be able to take part.

- Criteria for taking part in benefits of the fundraiser must be set before the fundraiser begins. This requires approval of the building principal.
- Participation of students in Early Childhood through grade 2 will be restricted to parent volunteers wishing to take part on behalf of their children.
- When possible an opportunity will be given to allow for a donation in place of participation. The student will provide receipts to the donator.

November 9,1995  
(date of 1st reading)

December 20,1995  
(date of final reading)

SCHOOL DISTRICT OF RIB LAKE

372

INTERSCHOLASTIC ATHLETICS

The athletic program is recognized as a vital part of the total educational program. The Board feels an athletic program, properly operated, provides experience in daily human relations that cannot be found in any other educational contact.

Participating on an athletic squad in the Rib Lake Schools should be considered a privilege and an honor. Therefore, there is no room for any student who fails to live up to an honorable code of conduct and discipline. Athletes are expected to follow the rules set up by the school and outlined in the athletic handbook, as well as other rules deemed necessary by the coach. Students and parents will be provided with a copy of all such requirements and a signed pledge will be part of those requirements. All rules of the Wisconsin Interscholastic Athletic Association (WIAA) shall be a part of the format followed by the athletic department.

Physical exams will be required in accordance with the WIAA, and the cost of the exam will be the responsibility of the student athlete.

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

LEGAL REF.: Sections 118.13 Wisconsin Statutes  
120.12(23)  
120.13(1)  
PI 9.03(1) of the Wisconsin Administrative Code

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

FIRST READING: April 13, 2000

APPROVED: May 11, 2000

# School District of Rib Lake School

372.1 State Tournament Attendance

## Athletic Policy for Sectional and State Participants

The Rib Lake School District will supply the following for teams, designated individuals, and coaches for its athletic programs when participating at the sectional and/or state levels. This will include activities sponsored by Rib Lake High School and the Wisconsin Interscholastic Athletic Association (WIAA).

### Participants, Driver(s), and Managers (2)

- 1.) Transportation- bus or van to be used
- 2.) Lodging- when necessary with consideration to times, distances, and gender.
- 3.) Meals- the amounts per individual for meals will be:
  - a) Breakfast- \$5.00
  - b) Lunch- \$6.00
  - c) Supper- \$7.00

### Coaches (Head and Assistants)

- 1.) Transportation- bus and driver available or van usage. Coaches will be asked to drive the van(s) in most cases.
- 2.) Lodging- when necessary with considerations to times, distances, and gender.
- 3.) Meals- the amount per coach for meals will be:
  - a) Breakfast- \$5.00
  - b) Lunch- \$6.00
  - C) Supper- \$7.00

First Reading: October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

381

PRAYER IN THE SCHOOLS

The Rib Lake School Board believes that in being a public school district, it must recognize: (1) that people and students from all segments of the community enter through its doors and participate in its functions, and (2) that the individual is entitled to First Amendment rights.

Therefore it is the policy of this District that no employee, officer, agent, or representative of the District shall use his/her supervision and control of a school-sponsored event to either direct, arrange, authorize, encourage, or discourage recitation of prayer, or to suggest or indicate that silent prayer is the preferred activity, during any school-sponsored or supervised event. This policy shall supercede any existing policies or practices to the contrary.

For purposes of this policy, a "school-sponsored or supervised event" shall include all curricular and extracurricular activities offered by the District, as well as any other activity or function sponsored by the District either in the form of full or partial funding, or in the form of being directed or controlled, or supervised by school employees or officials, including faculty members, while acting in an official capacity. This shall not be deemed to include activities on school premises sponsored exclusively by outside groups or organizations to whom access has been granted in conformance with state law and Board policy, or constitutional "equal access" principles.

LEGAL REF.: Section 120.13(17) Wisconsin Statutes

CROSS REF.: 830, Community Use of School Facilities

APPROVED: March 8, 1995

REVISED: May 11, 2000



## LOST OR DAMAGED MATERIALS

Fines will be assessed when instructional materials, library books, or other school property is lost or abused. Fines will be in direct proportion to the damages incurred (taking into consideration the normal life span of the property and reasonable wear and tear). Fines will be determined by classroom teacher, librarian, or building principal.

Report cards and/or diplomas will be withheld until all assessed fees, damages or fines have been paid in full. Parents and guardians will be notified by mail of all outstanding assessments which result in a report card and/or diploma being withheld.

Guideline for determining fees/fines:

Students who are negligent in assuming responsibility for keeping assigned books in good condition, or who abuse a book, will be expected to pay for the excessive use. Professional staff are to report losses or abuses and assessments and collect charges according to the following guidelines:

Age of	1 <sup>st</sup> yr.	100%	of replacement cost
lost book	2 <sup>nd</sup> yr.	90%	“
	3 <sup>rd</sup> yr.	80%	“
	4 <sup>th</sup> yr.	70%	“
	5 <sup>th</sup> yr. & thereafter	50%	“

(Paperbacks should not be depreciated)

Damaged books	Broken cover or binding	\$5-\$10
	Writing in book	“
	Torn pages	“
	Soiled or water stained	“

(Fine will not exceed the replacement value of the book)

### Print and Nonprint Media

If students damage print or nonprint media from the school media center, they will be charged the replacement costs.

### Supplies and Equipment

Some school supplies are furnished to students. Student will be expected to pay for materials used in constructing projects of value which are taken home or become the property of the students. Students shall also be expected to pay the replacement cost for consumable supplies, workbooks, etc., that are lost or abused.